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Editorial

Dear Readers,

A researcher has to convince himself/herself first before he takes up a research study. If his/her study is researchable then only he/she will be able to carry out his/her study successfully and convince the readers about the worthiness of his/her research. Once his/her study is complete he/she needs to bring it in the public domain so as to derive maximum implications of his/her study for the society. Publishing ones research in a good research Journal is an essential way of reaching its benefits to the users. Our Journal also provides opportunity to the worthy researchers to publish their research papers for the dissemination purpose. This issue of the journal has eight research papers covering several directions and dimensions in education. The first paper is on one of the emerging pedagogical approaches, i.e. on cooperative learning and its implications on secondary students. Teacher's professional success is very much essential for his/her effective performance in the schools. Various factors are responsible for the professional success of the teachers and emotional intelligence is one of the important factors and its role for teacher's success has to be studied too. This issue also has a paper on the teaching competencies of the secondary school teachers. Technology has immense potential for bringing revolution in the education sector. Web 2.0 tools have been in discussion nowadays for its increasing educational use. It has the capability to understand the individual differences and also has the potential to fulfill the demands of underprivileged classes of the society. A paper here discusses the role of Web 2.0 towards inclusiveness in education and for the women empowerment through their education. A similar paper with more general findings on implications of ICT for the classroom, teachers and the students has been also included in this issue.

Multiple intelligence, self-esteem and teacher competency are key variables to be read and understood. The underlying relationship between these variables in relation to secondary teachers has been the part of a research paper compiled with this issue. Ac Higher secondary stage is a very critical stage of education for any child as his performance here decides his future career, success and life decisions. Any stress which is quite obvious at this stage can hamper his performance in the worst possible ways. An empirical study on academic stress among higher secondary students has been also included with this issue. A paper has been devoted here is related to condition of Journalism Education in India. This paper has significantly presented the timeline of Journalism Education in India, the present condition and the future challenges and scope. Thus this issue has a wonderful collection of papers which the readers will find both informative as well as enjoyable.

With Warm Regards

Editorial Board

VOL.7-NO.1

CONTENTS & AUTHORS

01	TEACHING COMPETENCY OF SECONDARY SCHOOL TEACHERS IN RELATION TO SELECTED VARIABLES	01
	Dr. Nishta Rana Shivani	
02	A STUDY OF THE EFFECTIVENESS OF COOPERATIVE LEARNING IN RELATION TO ACADEMIC PERFORMANCE AT SECONDARY LEVEL	19
	Dr. Jitendra Kumar Dr. Sudha Upadhyaya	
03	ROLE OF EMOTIONAL INTELLIGENCE IN TEACHERS' PROFESSIONAL SUCCESS	29
	Dr. Nivedita Raj Ferhat Jahan	
04	ENHANCING THE OPPORTUNITIES OF INCLUSIVE EDUCATION FOR WOMEN THROUGH WEB 2.0 TECHNOLOGY	39
	Dr. MonawwarJahan Asma Kamal	
05	RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCE, SELF-ESTEEM AND TEACHER COMPETENCY AMONG SECONDARY SCHOOL TEACHERS	47
	Dr. Manjita Sahay	
06	A STUDY ON ACADEMIC STRESS AMONG HIGHER SECONDARY STUDENTS: AN EMPIRICAL APPROACH	60
	Dr. Shazli Hasan Khan	
07	IS JOURNALISM EDUCATION IN INDIA ON RIGHT TRACK ?	75
	Dr. Manisha Prakash	
08	CHANGING CLASSROOMS WITH ICT: TEACHERS PERSPECTIVE	86
	Ms. Sujata Kumari Mrs. Smita Sah	

TEACHING COMPETENCY OF SECONDARY SCHOOL TEACHERS IN RELATION TO SELECTED VARIABLES

Dr. Nishta Rana
Shivani

Abstract

The purpose of this study was to investigate the differences in the teaching competency of secondary school teachers in relation to their gender, location of school, type of school, qualifications, subject background and teaching experience. Random Sampling Technique was applied to draw a sample of 100 teachers teaching in the 10 secondary schools of Jammu Tehsil (India). A standardized tool namely General Teaching Competency Scale (GTCS, 1994) by Passi and Lalitha has been used for data collection. Mean, Standard Deviation and t-Test have been employed to analyse the data. The findings revealed no significant differences in the teaching competencies of male and female teachers. However, significant differences have been found in the teaching competencies of secondary school teachers in relation to their location of school, type of school, subject background, qualifications and teaching experience on all the teaching skills of General Teaching Competency Scale. Furthermore, it has been observed that teachers teaching in rural areas have better teaching competencies than teachers teaching in the urban areas, teachers working in Private secondary schools are more competent than the Government school teachers, Postgraduate teachers have better teaching competencies than the Graduate teachers whereas Science teachers have better Planning and Presentation skills than the Arts teachers, also less experienced teachers have been found to have better teaching competencies than the more experienced teachers. Thus, the teaching competencies of teachers significantly vary with respect to selected variables.

Key-words: Teaching Competency, Planning, Presentation, Closing, Evaluation, Managerial skills and Secondary School Teachers.

INTRODUCTION

Competency has become the key word in the current educational scenario in India. If competent teachers can be obtained, the

likelihood of attaining desirable educational outcomes is substantial. An effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students. Competency become the prime interest of the teachers, educationists, policy makers and for would be teachers because teachers are the only who can build the better society, country, nation and the whole world. The terms 'Competency' and 'Competence' are used interchangeably (Passi and Lalitha, 1994). Competence is personal traits or a set of habits that leads to more effective and superior job performance. Teacher competence includes a thorough knowledge of the content. A teacher who has flare for teaching, is intelligent and is enthusiastic can evolve any number of strategies to make his/her teaching effective. (Shukla, 2014)

Teaching is a set of skills, values, beliefs and practices to make outcomes valuable. Teachers prepare citizens for future, citizens make a nation and high levels of knowledge, competencies and skills are the very basic conditions for active citizenship, employment and social cohesion. The various teaching skills included are related to objectives of the lesson, content selecting, content organisation, selection of audio-visual materials (Planning skills) introducing the lesson, fluency of questions, use of probing questions, explaining, illustrating with examples, stimulus variation, use of silence and non-verbal cues, increasing pupil participation, pacing use of black board (Presentation skills), achieving closure, giving assignment (Closing skills), classroom evaluation, diagnosis of pupil difficulties (Evaluation skills), recognising attending behaviour and maintain classroom discipline (Managerial skills). In addition to a mastery of basic skills, effective teachers are expected to demonstrate thorough understanding of the content of their curricular areas, pedagogical capabilities, communication skills, and professionalism (Passi and Lalitha, 1994).

Current research shows that teaching competency of teachers varies with different variables like gender, educational qualifications, teaching experience, teaching subject, location of school (Ayishabi &

Amruth, 2005; Rana, 2012; Ahmad and Khan, 2016; and Jan, 2016). Most of the teachers have been found average level of teaching competencies in relation to certain variables. However, in contrast to this finding, Anbuthasan and Balakrishnan (2013); Prasadh and Ram (2013); &Kour and Talwar (2014) reported no significant difference in the teaching competency of school teachers with respect to their gender, age as well as type of school in which they were working. Paul (2004) found that variables like creativity, intelligence and teacher attitude influence the teaching competencies of teacher trainees. Ahmed and Khan (2016) investigated that the government secondary school teachers were more competent than the private secondary school teachers and also science teachers were highly competent than the arts teachers. Research study by Chauhan and Gupta (2014) observed teachers with high experience of teaching as more competent in comparison to teachers with less teaching experience. Moreover, studies by Ayishabi and Amruth (2005) highlighted that there is significant correlation among teaching competency, job satisfaction and students performance. Studies in India and abroad have been conducted on teaching competency which have revealed mixed results. Therefore, it gets affected by various factors such as intelligence, academic achievements, socio-economic status, attitude towards teaching profession, personality factors, adjustment, teaching aptitude as well as selected variables like qualification, gender, locality, experience etc. In this study, an attempt to examine the relationship of educational qualifications, teaching experience, teaching subject, location of school and type of schools with the teaching competency of secondary school teachers teaching in government and private secondary schools has been made.

NEED AND SIGNIFICANCE OF STUDY

Teaching competencies include a thorough knowledge of the content. A teacher's competency mainly includes the strategies, understanding of student psychology and the process of learning. It

is rightly said that teaching competency is an ability to apply theory into practical situations. The increasing complexity of our educational system has given rise to new dimensions and consequently the role of the teacher increased immensely and has acquired a new meaning. The fierce competition that we witness in every sphere of life today demands competent teachers to empower the students to face the emerging challenges of the global world. Teaching competency is the function a set of variables such as gender, teaching subject, teaching experience, type of school, location of school, government or private, qualification etc. The effect of these variables on the teaching competency of secondary school teachers has been assessed on the five teaching skills of the tool GTCS (Planning, Presentation, Closing, Evaluation and Managerial Skills). The present study would be beneficial for policymakers, teachers, teacher educators, principals and educationists in grooming up their teaching skills and makes the education system more effective and competent.

OBJECTIVES OF THE STUDY

1. To find the gender differences in the teaching competencies of teachers with respect to five teaching skills (*Planning, Presentation, Closing, Evaluation and Managerial*) of *General Teaching Competency Scale*
2. To find the differences in the teaching competencies of secondary school teachers on the basis of location of school with respect to selected teaching skills
3. To find differences in the teaching competencies of secondary school teachers teaching in government and private schools with respect to selected teaching skills
4. To find the differences in the teaching competencies of secondary school teachers teaching science and arts subjects with respect to selected teaching skills
5. To find the differences in the teaching competencies of graduate and post-graduate secondary school teachers with respect to selected teaching skills

6. To find the differences in the teaching competencies of secondary school teachers on the basis of their teaching experience with respect to selected teaching skills

HYPOTHESES OF THE STUDY

1. There are no significant gender differences in the teaching competencies of secondary school teachers with respect to five teaching skills (planning, presentation, closing, evaluation and managerial) of *General Teaching Competency Scale*
2. There are no significant differences in the teaching competencies of secondary school teachers teaching in schools located in the rural and urban areas with respect to selected teaching skills
3. There are no significant differences in the teaching competencies of teachers teaching in government and private secondary schools with respect to selected teaching skills
4. There are no significant differences in the teaching competencies of the secondary school teachers teaching science and arts subjects with respect to selected teaching skills
5. There are no significant differences in the teaching competencies of graduate and postgraduate secondary school teachers with respect to selected teaching skills
6. There are no significant differences in the teaching competencies of less experienced secondary school teachers and more experienced secondary school teachers with respect to selected teaching skills

METHODOLOGY

Method

Descriptive Survey Method has been adopted.

Population

All the teachers working in secondary schools of Jammu Tehsil have been the population for the present study.

Sample of the Study

In present research investigation, Stratified Random Sampling Technique has been used to select the sample for study. Firstly, 10

government (5 each from rural and urban areas) and 10 private (5 each from rural and urban areas) secondary schools affiliated to JKBOSE, have been selected randomly from Jammu Tehsil. From these 20 schools, 100 secondary school teachers have been selected by selecting 5 teachers from each school. Thus, 50 teachers from government secondary schools and 50 teachers from private secondary schools have been selected.

Tool Employed

A standardized tool namely *General Teaching Competency Scale* (GTCS, 1994) developed by B.K. Passi and M.S Lalitha, has been employed for data collection.

Data Collection

Teaching competency of the selected teachers has been assessed individually by making direct observations of their classroom behaviour for the entire teaching period. As the teacher taught; the observer sat at the back for observation. At the end of the teaching period, observer gave her ratings on the *General Teaching Competency Scale* against all the items. The sum of the ratings against all the 21 items constitute the score on *General Teaching Competency Scale* (GTCS score) of the teacher being observed. The data collected for the study was quantitative in nature.

Statistical Techniques Employed

In order to analyze the data, the following statistical techniques have been employed by the investigator:

1. Mean
2. Standard Deviation
3. *t*-test

Findings

1. Gender Differences in the Teaching Competencies of Teachers with respect to Five Teaching Skills (Planning, Presentation, Closing, Evaluation and Managerial) of *General Teaching Competency Scale*

To compare the teaching competencies of the secondary school teachers with respect to their gender; Mean, Standard Deviation and *t*-value have been computed by applying *t*-Test. The data obtained

have been presented in the table 1.

Table1
Mean, Standard-Deviation and t-value for the Teaching Competencies of Secondary School Teachers in Relation to their Gender

Teaching Skills	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value
Planning	Male	47	11.55	3.03	0.44	0.08 #
	Female	53	11.60	3.15	0.43	
Presentation	Male	47	29.46	7.10	1.03	0.34 #
	Female	53	29.96	7.22	0.99	
Closing	Male	47	5.72	1.72	0.25	0.48 #
	Female	53	5.56	1.55	0.21	
Evaluation	Male	47	5.61	1.83	0.26	0.31 #
	Female	53	5.50	1.56	0.21	
Managerial	Male	47	6.44	1.63	0.23	1.0 #
	Female	53	6.09	1.59	0.21	

Not Significant

Table 1 shows that t-values for Planning, Presentation, Closing, Evaluation and Managerial skills are not significant at 0.05 level of significance. Thus, there are no significant differences in the teaching competencies of male and female teachers. This clearly shows that male and female teachers possess similar teaching competencies in their Planning, Presentation, Closing, Evaluation and Managerial skills.

Thus, hypothesis no.1 stating no significant differences in the teaching competencies of male and female teachers with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale, stands accepted.

2. Teaching Competencies of Secondary School Teachers on the basis of Location of School with respect to Selected Teaching Skills

In order to compare the teaching competencies of secondary school teachers teaching in the schools located in rural and urban area with respect to five skills of the General Teaching Competency Scale; Mean, Standard Deviation and t- value were computed by applying t-Test The data obtained have been presented in the table 2.

Table 2
Mean Standard-Deviation and t-value for the Teaching Competencies of Secondary School Teachers Teaching in Rural and Urban Area Schools

Teaching Skills	Location of School	N	Mean	Std. Deviation	Std. Error Mean	t-value
Planning	Urban	50	10.9	3.14	0.44	2.11*
	Rural	50	12.2	2.91	0.41	
Presentation	Urban	50	28.16	6.79	0.96	2.24*
	Rural	50	31.30	7.18	1.01	
Closing	Urban	50	5.12	1.58	0.22	3.3**
	Rural	50	6.16	1.51	0.21	
Evaluation	Urban	50	5.12	1.64	0.23	2.68**
	Rural	50	6.00	1.62	0.23	
Managerial	Urban	50	6.02	1.53	0.21	1.49 #
	Rural	50	6.50	1.68	0.23	

*Significant at 0.05 Level ** Significant at 0.01 Level # Not Significant

Table 2 indicates that t-values for Planning (2.11) and Presentation (2.24) skills have been found to be significant at 0.05 level of significance; and the t-values for Closing (3.33) and Evaluation (2.68) skills have been found to be significant on 0.01 level of significance;

whereas t-value for Managerial skill (1.49) has not been found to be significant at 0.05 level of significance.

From the mean values in the table 2, it is clear that teachers teaching in rural secondary schools are better in their Planning, Presentation, Closing and Evaluation skills from teachers teaching in urban schools; whereas teachers teaching in schools located in rural and urban areas possess similar type of managerial skills.

Thus, hypothesis number 2 stating no significant differences in the teaching competencies of secondary school teachers on the basis of the location of school with respect to selected teaching skills, stands rejected for Planning, Presentation, Closing and Evaluation skills; whereas accepted for Managerial skills.

3. Teaching Competencies of Secondary School Teachers Teaching in Government and Private Schools with respect to Selected Teaching Skills

In order to compare the teaching competencies of teachers teaching in Government and Private secondary schools with respect to five teaching skills of General Teaching Competency Scale; Mean, Standard Deviation and t-value were computed by applying t-Test. The data obtained are described in the table 3. Table 3 indicates that t-values on Planning (3.11), Presentation (5.71), Closing (5.80), Evaluation (6.47) and Managerial (3.97) skills have been found significant at 0.01 level of significance. This shows that there are significant differences in the teaching competencies of teachers teaching in government and private schools.

From the mean values in the table 3, it is clear that the private school teachers are better in their Planning, Presentation, Closing, Evaluation and Managerial skills than the teachers teaching in government schools.

Table 3
Mean, Standard Deviation and t-value for the Government and Private Secondary School Teacher with respect to their Teaching Competencies

Teaching Skills	Type of School	N	Mean	Std. Deviation	Std. Error Mean	t-value
Planning	Government	50	10.6	3.28	0.46	3.11**
	Private	50	12.50	2.59	0.36	
Presentation	Government	50	26.18	7.08	1.0	5.71**
	Private	50	33.28	5.19	0.73	
Closing	Government	50	4.82	1.49	0.21	5.80**
	Private	50	6.46	1.32	0.18	
Evaluation	Government	50	4.64	1.53	0.21	6.47**
	Private	50	6.48	1.29	0.18	
Managerial	Government	50	5.66	1.73	0.24	3.97**
	Private	50	6.86	1.24	0.17	

** Significant at 0.01Level

Thus, hypothesis number 3 of the study stating no significant differences in the teaching competencies of secondary school teachers teaching in Government and Private schools with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial skills) of General Teaching Competency Scale, stands rejected.

4. Teaching Competencies of Secondary School Teachers on the basis of Subject Background with Respect to Selected Teaching Skills

In order to compare the teaching competencies of secondary school

teachers on the basis of subject background with respect to five teaching skills General Teaching Competency Scale; Mean, Standard Deviation and t- value have been computed by applying t-Test. The data obtained have been presented in the table 4.

Table 4
Mean, Standard Deviation and t-value for the Secondary School Teachers Teaching Science and Arts Subjects with respect to their Teaching Competencies

Teaching Skills	Teaching Subject	N	Mean	Std. Deviation	Std. Error Mean	t-value
Planning	Science	44	6.68	1.39	0.21	2.36*
	Arts	56	5.92	1.71	0.22	
Presentation	Science	44	5.95	1.66	0.25	2.10*
	Arts	56	5.25	1.65	0.22	
Closing	Science	44	6.0	1.57	0.23	1.98*
	Arts	56	5.35	1.63	0.21	
Evaluation	Science	44	5.95	1.66	0.25	2.10*
	Arts	56	5.25	1.65	0.22	
Managerial	Science	44	6.68	1.39	0.21	2.36*
	Arts	56	5.92	1.71	0.22	

*Significant at 0.05 Level

Table 4 indicates that t- values for Planning (2.36), Presentation (2.10), Closing (1.98), Evaluation (2.10) and Managerial (2.36) skills have been found significant at 0.05 level of significance; It shows that there are significant differences in the teaching competencies of teachers teaching science and arts subjects.

From the mean value in the table 4, it is clear that teachers teaching science subjects are better in their Planning, Presentation, Closing, Evaluation and Managerial skills than the teachers teaching arts subjects.

Thus, hypothesis number 4 of the study stating no significant

difference in the teaching competencies of secondary school teachers on the basis of subject background with respect to five skills (Planning, Presentation, Closing, Evaluation and Managerial skills) of General Teaching Competency Scale, stands rejected.

5. Teaching Competencies of Secondary School Teachers on the basis of their Qualifications with Respect to Selected Teaching Skills

In order to compare the teaching competencies of teachers on the basis of their qualification with respect to five teaching skills on General Teaching Competency Scale; Mean, Standard Deviation and t-value were computed by applying t-test. The data obtained have been presented in the table 5.

Table 5
Mean, Standard Deviation and t-value for the Secondary School Teachers with Respect to their Qualifications

Teaching Skill	Qualification	N	Mean	Std. Deviation	Std. Error Mean	t-value
Planning	Graduate	28	10.28	2.78	0.52	2.69**
	Postgraduate	72	12.08	3.06	0.36	
Presentation	Graduate	28	27.32	7.63	1.4	2.14*
	Postgraduate	72	30.66	6.75	0.79	
Closing	Graduate	28	5.39	1.49	0.28	0.94 #
	Postgraduate	72	5.73	1.67	0.19	
Evaluation	Graduate	28	5.21	1.72	0.32	1.28 #
	Postgraduate	72	5.69	1.66	0.19	
Managerial	Graduate	28	5.96	1.87	0.35	1.14 #
	Postgraduate	72	6.37	1.50	0.17	

*Significant at 0.05 Level ** Significant at 0.01level # Not Significant

Table 5 indicates that t-values for Planning (2.69) and Presentation skills (2.14) has been found to be significant at 0.01 and 0.05 levels of significance respectively whereas t-values for Closing (0.94), Evaluation (1.28) and Managerial (1.14) skills have not been found to be significant at 0.05 level of significance. From the mean values in

the table 5, it is clear that postgraduate teachers are better in their Planning and Presentation skills than the graduate teachers; whereas postgraduate teachers and graduate teachers are similar in their Closing, Evaluation and Managerial Skills.

Therefore, hypothesis no.5 stating no significant differences in the teaching competencies of secondary school teachers on the basis of their qualification with respect to selected teaching skills (Planning, Presentation, Closing, Evaluation and Managerial skills) of General Teaching Competency Scale, stands rejected with respect to Planning and Presentation skill; whereas accepted with respect to Closing, Evaluation and Managerial skills.

6. Teaching Competencies of Secondary School Teachers on the basis of their Teaching Experience with respect to Selected Teaching Skills

In order to compare the teaching competencies of teachers on the basis of their teaching experience with respect to five teaching skills of General Teaching Competency Scale; Mean, Standard Deviation and t-value have been computed by applying t-test. The data obtained have been given in the table 6.

Table 6
Mean, Standard Deviation and t-value for The Secondary School Teachers with Respect to their Teaching Experience

Teaching Skills	Teaching Experience (Years)	N	Mean	Std. Deviation	Std. Error Mean	t-value
Planning	<15	68	12.26	2.55	0.30	3.40**
	>=15	32	10.12	3.61	0.63	
Presentation	<15	68	31.72	5.90	0.71	4.43**
	>=15	32	25.50	7.74	1.36	
Closing	<15	68	6.08	1.41	0.17	4.35**
	>=15	32	4.68	1.67	0.29	
Evaluation	<15	68	6.08	1.46	0.17	5.10**
	>=15	32	4.43	1.60	0.28	
Managerial	<15	68	6.54	1.37	0.16	2.63*
	>=15	32	5.65	1.92	0.34	

*Significant at 0.05 Level **Significant at 0.01 level

Table 6 indicates that t-values for Planning (3.40), Presentation (4.43), Closing (4.35), Evaluation (5.10) and Managerial (2.63) skills have been found to be significant at 0.01 and 0.05 levels of significance. Thus, from the mean values in the table 6, it has been found that that less experienced teacher are better in their Planning, Presentation, Closing, Evaluation and Managerial Skills than the more experienced teachers.

Thus, hypothesis number 6 of the study stating no significant differences in the teaching competencies of secondary school teachers on the basis of their teaching experience with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale, stands rejected.

CONCLUSION AND DISCUSSION

The present study revealed that there are no significant differences in the teaching competencies of male and female teachers. Pratibha (2017), Kaur and Talwar (2014) reported similar results that gender has no effect on teaching competency of teachers. However, Titus and Annaraja (2011) and Chauhan and Gupta (2014) reported results contrary to the present study stating that the female teachers are more competent than the male teachers also Choudhary and Chowdhury (2015) found that male teachers are better than the female teachers in their teaching competencies.

The present study revealed that there are significant differences in the teaching competencies of teachers and rural teachers are better than the urban teachers. Anbuthasan and Balakrishnan (2013) reported similar results that rural teachers are better than the urban teachers. Ayishabi and Amruth (2005) and Taj and Jamal (2012) have reported that location of school doesn't influence the teaching competency whereas Chauhan and Gupta (2014) and Choudhary and Chowdhury (2015) have reported results contrary to the above stating that urban teachers have better teaching competencies than the rural teachers.

The present study revealed that there are significant differences in the teaching competencies of teachers teaching in government and private secondary schools. Bedilu (2014) and Jan (2016) have reported similar results to the present study that private school teachers showed good teaching competency than government secondary school teachers whereas Ahmad and Khan (2016) have reported results contrary to the present study that government teachers have better teaching competencies than the private school teachers.

The present study revealed that there are significant differences in the teaching competencies of science teachers and arts teachers; science teachers are better than the arts teachers. Study by Ahmad and Khan (2016) have reported results similar to the present study that science teachers have higher level of teaching competency than the arts teachers but Areekkuzhiyil (2014) reported contrary results to the present study that arts teachers are better than the science teachers.

The present study revealed that there are significant differences in the teaching competencies of secondary school teachers on the basis of their qualification. Ahmad and Khan (2016) have reported results similar to the present study that postgraduate teachers have higher level of teaching competence than graduate teachers whereas Taj & Jamal (2012) and Pratibha (2017) reported contrary results to this study that qualification does not influence teaching competencies of teachers.

The present study revealed that there are significant differences in the teaching competencies of secondary school teachers on the basis of their teaching experience. Less experienced teachers are better than the more experienced teachers. Ayishabi and Amruth (2005) have reported that teaching experience is not influenced by teaching competency moreover Chauhan and Gupta (2014) have reported contrary results to the present study that competency of experienced teachers are more than the inexperienced teachers.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings revealed that teachers teaching in rural areas, teachers teaching in private schools, post-graduate teachers, science teachers and less experienced teachers have better teaching competencies. Teachers teaching in rural areas have better Planning, Presentation, Closing and Evaluation skills, because in urban areas teachers don't pay attention to their students. Their approach is only money-minded and provide private tuitions to the students and earn money but government has to take some initiatives in order to stop this so that teachers teaching in urban areas attend classes with full preparation and make full use of their teaching skills. Government should provide proper provisions to government schools like ICT, subject specialization teachers, teaching aids, infrastructure etc. so that it helps the teachers to improve their competencies and helps to make a balance between government and private sectors. Conferences, projects, seminars, workshops as well as refresher courses would be engaged so that Planning and Presentation skills of arts teachers can be enhanced. Research based activities should be followed by the arts teachers also. Government should appoint highly qualified teachers so that they can make full use of their teaching skills in classroom to achieve the mastery level and less qualified teachers should enhance their educational qualifications. Further, it was found that less experienced teachers have better competencies than the more experienced, so steps should be taken for the experienced teachers to upgrade their knowledge and skills like organization of workshops on ICT and research related activities and other in-service teacher education programmes in order to raise the level of teaching competency of secondary school teachers.

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**A STUDY OF THE EFFECTIVENESS OF COOPERATIVE
LEARNING IN RELATION TO ACADEMIC
PERFORMANCE AT SECONDARY LEVEL**

Dr. Jitendra Kumar & Dr. Sudha Upadhyaya

Abstract

In contrast to directed instruction where the teachers set the goals and deliver most of the instruction, the job of the teachers in constructivist model is to arrange for required resources and act as a guide to students while they set their own goals and 'teach themselves'. According to Johnson et al. (2002), cooperative learning is – 'teaching strategies and structures that involve students working together in small groups to maximize their own and other's learning'. In this study, it is an instructional approach where students are assigned in groups to expertise on a unique material after which they are reshuffled to form a new group wherein each member has to teach other what he/she specialized. 200 students and 120 teachers were the sample of this study. The sample was selected from the different schools of Allahabad district. Judgement tool, achievement test were used in the collection of data. The data were analyzed with the help of reliable and most suitable statistical techniques. The findings suggested significant effect of cooperative learning on students' academic performance also the teachers had favorable opinion about the use of cooperative learning strategies in the schools.

Key Words: *Cooperative Learning, Academic Performance, Secondary Level and Constructivism*

1. Introduction

With the changing facets of globalization and growth of competition between communities, the education of future generation is attracting critical attention. One of the functions of education as perceive by the public today is to prepare the youth of today to be the citizens and workers for the world of tomorrow. It is obvious that any attempt at the improvement in the quality of education is ultimately dependent on the quality of classroom instruction. It has been a common complaint among teachers, parents and

administrators that far too much valuable time in the classroom is consumed by creation of conducive learning environment and disciplinary measures. Most teachers expect students to listen, follow directions, turn in assignments and display self-control. Schools today are under great pressure to create safe, orderly learning environments that encourage social as well as academic skills that allow students to succeed in attainments of the required competencies in school and in their future endeavors. If we expect students to learn appropriate social and evaluative skills, we must structure the learning environment so that these skills can be addressed and practiced (Dollman et al., 2007). For this, appropriate pedagogic practices and episode of teaching and learning need to be evolved besides keeping track of child's interest and needs (Rao, 2004).

Unlike in the past, where cramming up and recalling was the main focus, a new approach to classroom learning has occurred wherein Gardner's Multiple Intelligence Theory is the main focus of education. As a result, the shift from teacher-centered learning to learner-centered education has occurred. The more recent pattern of education in our country emphasizes the technique of using competitive groups in classrooms. Such techniques provide greater opportunities for students to interact with varied learning environment stimulated by process-oriented teaching.

In a process-oriented conception of teaching, the learner should construct knowledge actively. Whereas, when teacher is transmitting facts and procedures, learning tends to be mainly absorption of knowledge. Such teacher dominant practice has been followed in the teaching.

A study by Panda (2004) shows that mathematics instruction involves disciplined inquiry into the nature and context of the processes teachers use to help learners develop their mathematical knowledge and abilities. Teachers are to help learners develop the required mathematical skills and abilities so that they become competent enough to face the global challenges. Greater attention

has to be given to both the process of instruction and to the context in which that instruction occurs.

2. Justification of the Study

Teaching is an art. It is argued that children must allow constructing their own meaning of the subject. The child's learning need is best fulfilled by allowing each child to pursue his/her unique interests in a relaxed atmosphere. The transaction of curriculum should no longer be process of imparting fixed body of knowledge, but of developing in students a capacity to learn by collecting information, formulating and testing hypotheses, making inferences and drawing rational conclusions. Classrooms that offer challenging should support students' achievements as well as their self-efficacy as learners and their performance for future challenges. Kagan (1988) argues that students to benefit from group work, requires a degree of tolerance and mutual understanding, the ability to articulate a point of view, to engage in discussion, reasoning, probing and questioning. Such skills are not in themselves innate, they have to be learnt and so taught.

Even though Uttar Pradesh is foremost in the adoption of certain efficacious activity-oriented approaches for the development of students' intrinsic motivation and innate capacities, we doubt whether there is any alignment in the set objectives and instructional outcome. The investigator, as a teacher educator for more than a decade, feels that the present system of education though activity oriented, is suitable only for a small percentage of students. This is true, as the performance of the group is mainly assessed on the basis of the performance of any member of that group; which implies that group activity followed in the current system fails to cater to individual needs. Moreover, research evidences of Willis (2007) and Faryadi (2007) show that during the periods of high stress of anxiety that some students may experience when asked to do math problem on the board or make an oral presentation to the class, their emotional state is associated with greatly heightened metabolism. Hence, there arose a need to go deeper into this pertinent issue and

find a solution to overcome the difficulties encountered in learning mathematics.

More recently, 'how primary children are best taught' has become a key consideration which was also a major concern for the leading educationists like Piaget, Bruner, Vygotsky and others. Their theories advocated that concepts can be attained concretely by a child at upper primary stage (10-12 years). It is for teachers to assess, how children's mind work while learning. Their views about how much learning takes place affect the ways in which they design learning opportunities for their pupils.

Hawk and Shah (2007) are of the opinion that faculty are likely to reach only some of the students in a given course, if they assume that all students learn the same way or that one teaching approach will suit all students. Thus, the faculty who are consciously aware of their students' learning styles as well as their own, are in a position to make more informed choices in course material and design learning processes to broaden the opportunities for effective learning in their courses.

Though the aforesaid studies done in foreign countries show that cooperative learning is a suitable method which caters to learn meaningful, very few studies have been done in India to find out the effectiveness of pedagogical teaching methods. Hence, the need for present study. The following research questions were formed on the basis of the study:

- Can the select pattern of cooperative learning be effectively adopted for learning in a relaxed and friendly atmosphere at secondary level?
- Do learn through cooperative learning approach have impact on their achievement?
- Can the performance of students be enhanced using cooperative learning approach?

3. Statement of the Problem

The present study intends to examine the effectiveness of the select method of cooperative learning namely the jigsaw pattern on the secondary students. The problem under the investigation is titled as-

“A Study of the Effectiveness of Cooperative Learning in relation to Academic Performance at Secondary level”.

4. Variables of the Study

The variables of the study are categorized as dependent and independent as given below:

4.1 Dependent Variable

The dependent variable considered in the study is the academic performance of an individual.

4.2. Independent Variables

The independent variables are-

- (a) Cooperative Learning Method
- (b) Current Activity Oriented Method

5. Objectives of the Study

The study mainly focused on attaining the following objectives:

- (i) To find out the relative effectiveness of cooperative learning over the current activity centered method on secondary students
- (ii) To analyze the opinion of secondary teachers and experts regarding the effectiveness of cooperative learning method

6. Hypothesis and Research Question

The following hypothesis and research question was formulated for the study:

- (i) There is no significant effect of cooperative learning over the current activity centered method on secondary students.
- (ii) Are secondary school teachers and experts having positive opinions regarding the effectiveness of cooperative learning method?

7. Sample

The sample selected for the study comprised of 200 9th standard students from 10 schools from Allahabad district of Uttar Pradesh and 120 teachers from secondary schools

8. Tools and Techniques

The followings tools and techniques were used:

- First term marks as the pre-score of the sample
- Achievement test (standardized by the investigator) as the post score of the sample
- The pre-scored and post-scores of the sample were subjected to the statistical techniques t-test and ANCOVA.
- Participant observation to assess the interaction pattern of students in cooperative learning groups.
- Self-evaluation Performa for students in the experimental group to analyze the effectiveness of cooperative learning method and
- Judgment Schedule to seek the opinion of teachers regarding the effectiveness of cooperative learning

9. Major Findings

The major findings were as follows:

After the analysis of the data obtained on comparison of various scores of the total sample confirms the aforesaid conclusions:

- The study found that the academic performance of students can be enhanced through cooperative learning.
- The result of the test of significance of the pre scores of the experimental and control groups of the total sample indicate that both groups were more or less similar in their initial performance. After administering the selected pattern of cooperative learning to the experimental group and the present activity oriented method to the control group, it was found that the two groups differ significantly (CR = 33.26; $p < 0.01$; mean control = 9.08; mean experimental = 20.01). From the obtained mean scores, it is clear that the mean of the experimental group is much higher than that of the

control group. While comparing the pre scores and post scores of the experimental group, it was observed that the post score of the experimental group was remarkably higher than the pre score. The effectiveness of cooperative learning was statistically established through ANCOVA wherein the F ratio obtained ($F_{yx} = 1308.5$) and t-value of the adjusted means ($t = 36.86$) are significant at 0.01 level of significance which implies the better performance of the experimental group. Thus, cooperative learning is found to be effective on students with their achievement. This is further supported by findings that emerged on analysis of the effectiveness on each parameter.

On the basis of results the investigator rejected the hypothesis and found there is significant effect of cooperative learning over the current activity centered method on secondary students.

Thus the teachers and experts have positive opinions regarding the effectiveness of cooperative learning method

10.Conclusions

The study throws light on the pedagogical teaching methods. The study found that cooperative learning; especially the jigsaw pattern is very effective for the conceptualization of different subjects in a collaborative atmosphere at secondary level. Students were found to benefit from each other by sharing their ideas and learning together. Individual accountability and interdependence among students was evidenced through this method. This method gave an opportunity to all students for self reflections.

11.Implications

- The findings of the study support the idea that with proper teacher facilitation and formation of cooperative groups, students are able to learn concepts effectively with higher levels of understand interaction, reflection and social skills.
- The results of this investigation may warrant the need to alert

educators and prospective teachers at secondary and primary level to integrate learning styles with complementary instructional methods in different subjects. Teacher should be trained to teach learners the procedure of learning together and how to manage group activities. In view of the benefits of cooperative learning for enhancing both academic achievement and social goals, schools must take a serious look at restructuring classrooms to provide for cooperation among students.

- Through this study the investigator initiates to develop cooperative learning environment, wherein the learners will enjoy learning and improve their critical thinking and intellectual skills by learning from one another. Students and not the teacher should be made responsible for accomplishing their tasks in the way they think best with accountability to each other and to the teacher's standard. Students should be encouraged to learn together and become a part and parcel of each other so as to benefit from each other's knowledge and skills.

- In addition to cooperative learning, teachers should be acquainted with other innovative strategies like reflective learning strategies and experiential learning strategies for making learning more meaningful.

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ROLE OF EMOTIONAL INTELLIGENCE IN TEACHERS' PROFESSIONAL SUCCESS

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Abstract

Education being a lifelong process prepares an individual for a respectable future. In the entire teaching learning process, the teacher is the lighthouse that guides the students to learn certain concepts facts, and figures from the prescribed syllabus for examination purpose but also help them gain good marks and results. They also make them capable of influencing learning, principles, thoughts, values, attitudes & deeds of next generation. This is possible only from good and effective teachers. So, a teacher needs to have such essential skills, personality characteristics and behaviour which can help him in creating warm classroom climate, to promote enthusiasm, motivation and interactive teacher-student relationship. Emotional intelligence of a teacher plays a key role in his successful career. Professional success of an individual mainly depends upon the combination of the two vital components, intelligence and skills. Professionalism demands teachers to be innovative in their approaches, flexible in their attitudes and always upgrading themselves with the day to day development in their subject matter. All the same, they should be capable of recognizing the values of human potentials, understanding the different needs of students and provide appropriate enriched environment for their wholesome growth. When the teachers are well equipped decorated in moral, emotional, intellectual, practical and professional communication skills, only then the dream of a learned society can be realised. The present study is an attempt to explore the role of emotional intelligence competencies in the professional success story of a teacher.

Key words: - Emotional Intelligence, behaviour, professionalism, potential, competency, Success.

INTRODUCTION

Education being a lifelong process prepares an individual for a respectable future. In the entire teaching learning process, the

teacher is the lighthouse that guides the students the future nation builders. As such the development of any democratic country depends on the status and performances of teachers. High achievement of the students, better performance, and exposure in the area of growing competition are some of the issues lying at the hands of the teacher. The teacher is the ultimate agent who not only teaches the students to learn certain facts, concepts and figures from the syllabus for examination purpose and gain good marks or results but capable of influencing the principles, thoughts, values, attitudes and the deeds of the next generation. Only good and effective teachers can do so. Hence, the importance of a teacher in the educational process is unquestionable. It is rightly said by the **Education Commission** (1966) that “The future of India is now being shaped in the classrooms”. So, a teacher needs to have such essential skills, personality characteristics and behaviour which can help him in creating warm classroom climate, to promote enthusiasm, motivation and interactive teacher-student relationship. Emotional intelligence of a teacher plays a key role in this regard. Professional success of an individual mainly depends upon the combination of the two vital components, **intelligence and skills**. Professionalism demands teachers to have innovative approaches, flexible attitude and upgrading themselves with the day to day development in their subject matter. All the same they should be capable of recognizing the value of human potentials, understanding the different needs of the students and provide appropriate enriched environment for their wholesome growth. When the teachers are well equipped decorated with moral, emotional, intellectual, practical and professional communication skills, then only the dream of a learned society can be realised.

OBJECTIVE OF THE STUDY

- Exploring the role of emotional intelligence competencies in teachers' professional success.

METHODOLOGY OF THE STUDY

Interpretative study of the literature available on the subject of the

study has been used i.e. journals, books and electronic resources.

EMOTIONAL INTELLIGENCE

With the dawn of the 21st century, the human mind explored the latent dimension which is now being held accountable for success more than intelligence. This dimension termed as Emotional Intelligence(EI) is measured as Emotional Quotient (EQ). The concept of EI is an evolving one and has found its origin in the cradle of a variety of disciplines. The popularity of the concept of 'Emotional Intelligence' has raised an enormous interest in the field of psychology, management and education. It has more scope and relevance in the field of education. However, the authenticity of such need was first brought into our notice vividly by Charles Darwin in 1870 through the publication of "The Expression of The Emotions in Man and Animal" in which he tried to highlight the role of emotional expression in our survival and adaptation but the term emotional intelligence was first introduced in 1990 by Dr. John Mayer and Dr. Peter Salovey in the journal 'Imagination, Cognition and Personality'. They defined emotional intelligenceas "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and actions". Later, this concept was propagated by Daniel Goleman. According to him "Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships".Bar-On claimed that "emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with the environmental demands and pressure". Thus, EI is an umbrella term that captures a broad collection of interpersonal skills and intrapersonal skills. Interpersonal skills concerns "outer self" whereas intrapersonal skills concerns an "inner self." Consequently, where the skills and abilities comprising one's intra-personal skills help one in knowing and managing one's

own feeling and emotions in a proper way, the skills and abilities belonging to inter-personal skills of EI, on the other hand, prove helpful in interacting and getting along with others by taking care of their feelings and emotions.

If a person just follows 'mind', then he is nothing but 'machine', if a person just follows 'heart', then he is just 'tender' (child), if a person is able to combine both, then he is emotionally intelligent, which means he is mentally as well as emotionally strong. It has been experimentally proven that emotions do matter and the possession of skills and abilities regarding knowing and managing the emotions helps one in a great way to achieve success in all walks of his life. Likewise, one's feelings and emotions are no longer treated as working against one's intelligent functioning but rather taken as a quite helpful source and powerhouse for igniting and putting one into action by becoming "street smart" for realization of the self-defined goals. Thus apart from the traditional general intelligence it is one's content of EI that pushes him wonderfully towards the unmatched success in life by helping him suitable in knowing and managing the emotions of the self and others in proper way. Thus, the power of EQ has now begun to be realized in each corner and every aspect of our lives. Therefore, EI is now taken as the golden key and gateway for the attainment of what we say as success in our personal, social and professional lives.

EMOTIONAL INTELLIGENCE COMPETENCIES

Emotional Intelligence is a broad concept comprising many different competencies. Emotional competencies cluster into groups, each based on common underlying emotional intelligence capacity. These underlying emotional competencies are very much important if teachers are to successfully learn the competencies necessary to professionally succeed at the schools and colleges.

Daniel Goleman's mixed model of emotional intelligence tells that one's EI consists of relevant personality traits as well as number of functioning abilities or skills. **Goleman** defines an emotional competency as "a learned capacity based on emotional intelligence

that results in outstanding performance at work". Any one's emotional intelligence is what determines his/her potential for learning the practical skills that are based on its emotional intelligence cluster. A person's emotional competence shows how much of that potential has been transferred into the job capabilities. Simply being high in emotional intelligence doesn't guarantee that a person will have learned the emotional competencies. It means only that they have excellent potential to learn them.

Daniel Goleman sets out a framework of emotional intelligence that reflects how an individual's potential for mastering the skills of self-awareness, self-management, social awareness and relationship management translates into a job success. This model is a modification of the model he used in 1998. In the current model there are twenty competencies which are divided into four clusters of general EI abilities. The framework of EI competencies is as shown in the figure below:

Figure-1

THE EMOTIONAL INTELLIGENCE COMPETENCIES FRAMEWORK

	Self Personal Competence	Other Social Competence
RECOGNITION	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Emotional Awareness • Accurate Assessment • Self-Confidence 	<p><u>Social Awareness</u></p> <ul style="list-style-type: none"> • Empathy • Service Orientation • Organizational Awareness
REGULATION	<p><u>Self-Management</u></p> <ul style="list-style-type: none"> • Self-Control • Trustworthiness • Conscientiousness • Adaptability • Achievement Drive • Initiative 	<p><u>Relationship Management</u></p> <ul style="list-style-type: none"> • Developing Others • Influence • Communication • Conflict Management • Leadership • Change Catalyst • Building Bonds • Teamwork & Collaboration

Source: raniakort.com

- i. **Self -Awareness:** - The ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

- ii. Self - Management:** - Involves the ability for controlling one's emotions and impulses and adapting to changing circumstances.
- iii. Social Awareness:** - The ability to serve, understand and react to others emotions while comprehending social networks.
- iv. Relationship Management:** - The ability to inspire, influence and develop others while managing conflict.

ROLE OF EMOTIONAL INTELLIGENCE IN TEACHER'S PROFESSIONAL SUCCESS

Teachers today are not only educators but therapists, parent's substitutes, mentors and many more. In order to perform these roles teachers need to have well balanced personality traits for their success in this profession. They must rise above the crowd and make a lasting impression on his students and institutions. However, to be an effective teacher doesn't solely depend on teacher's intellectual quotient (IQ) but it also depends upon how well he or she can use emotional intelligence competencies in their professional capacities.

Teachers with high self-awareness competence are fully aware of their emotions, feelings that facilitate them to teach, interact with students and bear the potential to assess themselves properly. As they know their strengths and weaknesses thoroughly, they can be good guides, mentors and counsellors for the students in the institutions. Such teachers can visualize the pros and cons of any situation and are able to initiate change with courage and confidence. They also take efforts to learn new things and keep themselves up-to-date. Teachers with high self-awareness are able to monitor their actions and act accordingly along the correct path if required. They are dynamic and emotionally well equipped personality.

Being aware of emotional feelings and its impact is not sufficient enough to become successful. Teacher should try to regulate the feelings and the consequent reactions as per the situational requirements. Teachers with high self-regulation competence can

regulate themselves very efficiently and remain the source of inspiration to every student. These teachers show integrity and honesty in their approach. They are reliable, authentic and accountable. They can easily build rapport with students. They are innovative, effective and open to new information. They are deeply committed to the profession. They can handle any challenging environment in the institution. Teachers with high EI can easily maintain their emotional balance and improve the emotional well being of their students.

Teachers with high social awareness competence can easily grasp the problems, worries and difficulties of students very quickly. Such capacity facilitates them to act according to the level and the need of the students. They are able to develop nurturing relationships with students which reduce misconduct in the classroom.

Teachers with high relationship management competence are multi-talented. They can positively influence students, manage any difficulty or conflict in the day to day functioning of institution. They show tremendous maturity and growth in their way of communicating a message or teaching in a class. Thus teachers with high EI can broaden the skyline of the students.

Therefore we can say that teachers who possess these competencies have emotionally stable personality. Each of these competencies is directly or indirectly related to the teaching and learning atmosphere. Teachers who own these competencies are able to make the experience of teaching and learning more memorable, enjoyable and intellectually stimulating both for themselves and for the students.

Other than that as a teacher, they play a significant role as an employee. They perform multiple tasks such as, organization's decision making, leadership, strategic and technical breakthrough, open and honest communication, trusting relations and teamwork, custom, loyalty and creativity as well as innovation. Thus, teachers with high EI are an asset for any institutions. **Swati Patra (2004)**

rightly opines that in the changing competitive environment one need more than just brains to achieve organizational development. EI can help in creating an enthusiastic work environment and efficient administration.

IMPORTANCE OF EMOTIONAL INTELLIGENCE IN TEACHER EDUCATION CURRICULUM

Teaching is a challenging profession and the levels of emotional intelligence possessed by teachers have a considerable impact on the quality of education and the quality of students produced. A teacher who is quite sympathetic to the feelings and welfare of his students, his non-egoistic attitude and helpful nature, straight-forwardness, love of wisdom, truth and goodness and eagerness of understanding and guiding his students to their goals may be a subject of admiration and respect from his students, their parents and the segment of the society to which he belongs. So, the concept of EI should be included in the syllabus and the curriculum should be designed in accordance with the teacher training programme. Lessons related to EI competencies should given importance in the classroom activities. It will help in stabilizing the teacher's EI.

Emotional intelligence is the capability to express, manage and control emotions of self and others. Teaching is a natural and emotional practice which involves emotional understanding, emotional relationship and emotional labour. Teachers need to value emotional bonds with students and educate them as emotional and social beings. It requires high level of emotional intelligence. As such, it becomes necessary to develop and maintain EI competencies of student teachers, during pre-service teacher education training. The purpose being that they may work with their students in a more effective manner and also may serve as important facilitators as well as role models for inculcating emotional competencies in them. The empowerment energy and enlightenment received through emotional intelligence plays wonder in one's life. Therefore, our future teachers should be trained by providing rich and varied experience to develop their EI during their training programme.

CONCLUSION

By knowing the role of emotional intelligence in a teacher's professional success it becomes extremely important to develop and sustain emotional intelligence competencies in themselves. This helps them to develop the same quality among their students. As it is known fact the present generation of students is more emotionally troubled than the previous. Most of them are growing more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive. So, there is a magnanimous role of the teacher to control and balance the emotional health of the students. People with well-developed emotional skills are effective in their lives, mastering the habits of the mind and faster in their productivities.

Emotional intelligence is not an inherited phenomenon. The skills associated with it can be learned and developed at any stage, age and juncture of one's life for making their use in getting success in life. The successful development of emotional skills needs motivation, effort, time, support, and sustained practice. It is also suggested that teachers should attend some orientation, workshops and training sessions to learn techniques to improve EI in their services. The teachers should also develop an appreciation of fine arts; music, poetry and literature that would help them sublime their own emotions as well as those of their students. Teachers should also have a spiritual faith that makes us follow the right path in times of turmoil, teaching every human on earth tolerance and stability of emotions. So, this study will be useful to teachers, teacher educators and also educational administrators to sharpen and execute their emotional intelligence skills in their professional life.

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ENHANCING THE OPPORTUNITIES OF INCLUSIVE EDUCATION FOR WOMEN THROUGH WEB 2.0 TECHNOLOGY

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Abstract

Women education is the investment by any nation which gives best returns. Educated woman increases the opportunities of a good life for their families and especially for their children who consist the future generation. But in India we notice vast disparities among the education of two genders. This disparity is of two types, first there is a vast difference between the male and female education and second there is disparity among the female students of remote areas and big cities. We can also find some differences among the female students of different income levels. It is the need of hour to take some immediate and effective effort to make the education system more inclusive in terms of gender.

Since there is a wide spread of internet in India, it is advisable to connect the female students to the main stream education through web. In the last past decade a new version of web that is called web 2.0 has changed the way how people communicate. Present paper throws light on the use of web 2.0 technology to bring gender parity in the field of education.

Key words- Education, Gender Parity, Web 2.0, Inclusive Education.

INTRODUCTION

Education must ensure the right, to every individual to live with dignity and self-respect as a human being and play a constructive role in the society by developing a spirit which value, celebrate and respond to the diversity in the society. But the goal of education is achieved only when each and every member of the society has easy access to educational opportunities irrespective to their physical and social differences. Indian government is also committed for enhancing the educational opportunities to the larger sector of the community which is reflected in the constitutional provisions of “education for all” and universalization of education. These aims

need an inclusive system practice in education. Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued. According to Nieto & Bode, "We want our classrooms to be just and caring, full of various conceptions of the good. We want them to be articulate, with the dialogue involving as many persons as possible, opening to one another, opening to the world". India is a country where the most neglected sector of the society is women in all the field of life. Since education is a way to ensure all round development to any one and complete success, it is must to give equal educational right to each woman. Internet can be a way to ensure proper inclusion of women in main educational system and gender parity.

The internet has revolutionized the concept of information and its use, access and management. "Today not only individuals and computers produce thousands of gigabytes of information in a minute, but this information is also networked collectively, which further increase the amount of information produced." As information grows and becomes more accessible, the concept of knowledge shifts too. Unlike Web 1.0, which was akin to a source or means of communicating information, Web 2.0 provides a way to create information, and consequently knowledge. Particularly in the last decade, the growth in prominence of social media and Web 2.0 technologies has had a dramatic impact globally on how people communicate. Today we are enveloped in a "cloud of ubiquitous digital information where knowledge is made, not found and authority is continuously negotiated through discussion and participation". Rather than just passively using the web to source information, Web 2.0 users are able to run rich internet applications in their browsers. Web 2.0 applications, such as blogs, wikis and aggregators, have a participative element, which encourages users to add, edit or simply rehash content. Web 2.0 allows learners to participate in this cloud, through five main characteristics, collaboration, creativity, conversation, community and control. It is

a read and write web where “users are as important as the content they upload and share with others”. The participatory and open nature of Web 2.0 gives us the capability to collaborate with new knowledge and to create empowering connections and community between people. It allows us to creatively use and reuse material in novel ways because there is not one centralized power controlling the web. Finally, and most importantly, Web 2.0 changes us from passive to active information consumers, allowing our online voice to be part of the conversation. The way we produce, store and consume information has changed, and we need Web 2.0 in order to interact with and to direct the future of scholarship and learning. That is why researcher tries to future scope to implement the new technology of ICT in the field of education by finding the level of awareness of web 2.0 tools among student teachers.

OBJECTIVES

- To discuss the role of Web 2.0 technology in enhancing the gender parity.
- To elaborate the different Web 2.0 applications which can be integrated in education system to enhance proper inclusion of females.
- To find out techniques of the Use of Web 2.0 Technology in Higher Education for Women Inclusion

METHODOLOGY

Content analysis method was used for this paper. Facts are collected through the analytical and evaluative study of literature available on the topic since 2008 both in online and offline mode.

How Web 2.0 Applications Enhance the opportunities of Inclusion

According to the final draft of RUSA (Rashtriya Uchchatar Shiksha Abhiyan) the enrollment rate of women in main stream education is less than 13%. So it is the demand for hour to incorporate the innovative ways in education system to increase the inclusion of

women. During the last years, many Web 2.0 technologies are adopted in various aspects of education. Under appropriate planning, Web 2.0 tools can be used with great success to support real educational activities and provide a very flexible and efficient form of inclusive education. By increasing access and equity through web 2.0 gender equality can be achieved in the field of education.

Access- India has a very low WER(Women Enrollment Ratio) of less than 13%, indicating that less than a fifth of the population in the age group of 18-23 years has access to higher education in India. It is even below than the BRICS countries. Higher education institutions receive only a limited pool of female students from the school education system.

On the other hand various surveys and reports tell that the India is the world largest country of internet access and 84% of total internet user use web 2.0 services. It can be easily understood that if the platform of online courses is developed and design it to support the various institutes' syllabus the access can be easily expanded. The researches could be undertaken to develop new Apps to support educational content by which education can reach in every hand through smart phones. This idea is slightly different from the online courses and availability of educational content on internet of distance learning institute. Researcher is talking about to develop a virtual educational society which is deliberately planned and carefully managed.

Equity- Inclusive education is a major goal of India to remove the disparities in educational system. The web 2.0 can also be helpful to ensure equity in the educational opportunities. Where the institutional access is low the education can be provided through online transmission of course. This is not like any static web pages which provide information or chapter wide material. It is not also the self instructional material available on web. There should be interactive sessions on web through live lectures, through videoconferencing or develop a portal like yahoo answers where students can post their questions and can get expert answers.

The females students coming from low economic status and from remote areas who are compel to drop out after school and cannot have access to higher education can have real classroom experience by this technology.

The Major Web 2.0 Technology Applications

Blogs - Blogs are user journal entries in the form of text, images, and links to web content, such as websites or other blogs. Blogs have a variety of formats and might include the user expressing their opinion about a topic or documenting activities. Blogs are interactive in the sense that other users could provide comments on the information posted by the blog author. Educational applications of blogs include researching, tracking, interpreting, and evaluating blogs for political commentary (multiple perspectives), cultural events, business, or other news and for examining changes over time.

Wikis - Wikis refer to collaborative websites that allow users to interact by adding, removing, or editing site content. The most well-known wiki implementation is Wikipedia. Wikipedia allows user to modify encyclopedic entries by creating a reviewer and editing structure. Wikipedia is shaped by the wisdom of the users and it is the richest source of information and terms especially for younger people . Wikis are useful in educational settings in that they support individualized learning, allowing for more socially defined search structures and promote collaboration through group editing and peer review.

Social networking - Social networks allow users to create personal profiles and establish a variety of networks that connect him/her with family, friends, and other colleagues. Currently, users utilize these sites to stay in touch with their friends, to make plans, make new friends. Extending this idea, these sites could be used to establish a series of academic connections or to foster cooperation and collaboration in the higher education classroom. Social book marking sites allow users to store, describe, and share numerous

web addresses with others. Users can explore bookmark collections of others by subscribing to their bookmark pages. If users are interested in a site they could tag it using few words to help others find it easily.

RSS

It is a technology which removes the need for the user to manually check the website for new content. Instead, their browser constantly monitors the site and informs the user of any updates. The browser can also be commanded to automatically download the new data for the user.

Techniques of the Use of Web 2.0 Technology in Higher Education for Women Inclusion

It is discussed above that the use of web 2.0 technologies can fulfill the need of nation of female education by ensuring equity, greater access and quality. Following are the ways which is suggested by the researcher on use of web 2.0 in the field of higher education:-

Virtual University- In India there are some institutions who established virtual classrooms and centers but they are not working towards the goal of greater access. The virtual classroom can be opened to the areas where the institutional density for females is low. A portal can be opened where students can attend the live lectures of the professors at the specified centers and post their queries on the web portal related to the universities and can get clarification.

Educational society- Social networking sites are very popular among us because they give us a feeling to have a discussion on every topic with our friends in our living room. Various educational social networking sites can be established where people with common interest and common needs can discuss and share their ideas related to the education. It can open the doors to collaboration and participation. It encourages and facilitates the natural desire to share what you know and to learn from your colleagues.

Interactive portal – A portal can be established where the opinions and comments related to educational world can be posted. Beside it various queries and doubts can be answered by the experts with clear citation. This portal can be common or can be related to certain university or college. There can be a regulatory board to arrange the haphazard content in a proper manner.

Innovation clusters- University Innovation Clusters should be set up in all geographical locations with the State University acting as a nodal point of such a cluster, with a view to building an innovation network with industry. These cluster centers can be incorporated with an interactive website where all the centers can collaborate their ideas.

Conclusion

The web 2.0 has the potential to reform the educational sector. It can make a radical revolution in the field of education. It is true that this need a lot of finance and regulatory work. There can be many barriers in full application of Web 2.0 technology in the field of education like uneasiness with openness, infrastructure, technical problems, time etc. But since various researches by government of India show that a large section of women population is far behind to their male counterparts and no one deny the importance of female education, it is highly needed to make it sure that every female student could avail the educational facilities. Since internet and smartphones are widely spread in India, Web 2.0 application can be an effective way to ensure female inclusion. It is suggested to government of India to take proper steps in this direction with the view of digital India.

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**RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCE
SELF-ESTEEM AND TEACHER COMPETENCY
AMONG SECONDARY SCHOOL TEACHERS**

Dr Manjita Sahay

Abstract

The objective of the study was to find out the relationship between Multiple Intelligence, Self-Esteem and Teacher Competency of secondary school teachers of Patna District, Bihar, India. The methodology applied was the survey method with self-constructed and standardised validated tools. The tests utilized were i) The Multiple Intelligence Test a standardised test by Howard Gardner. 2) Teacher Effectiveness Scale constructed by researcher. 3) Self-Esteem Test –A standardised test by M.J. Sorensen. These tools were administered on 500 randomly selected Secondary School Teachers working in schools of Patna, Bihar, India. The data were analysed by employing Mean, Standard Deviation, t-test, Product moment Coefficient of Correlation, ANOVA, Regression, Chi-Square Test and Mann Whitney Test. The findings of the study were: 1)There is no significant difference between Male & Female Secondary School Teachers in their Teacher Competency but there is significant difference between Male & Female Teachers in their Multiple Intelligence. 2)There is no significant difference between Govt. & Pvt. Secondary School Teachers in their Multiple Intelligence but there is a significant difference between Govt. & Pvt. Secondary School Teachers in their Teacher Competency as well as Self-Esteem.3) There is a significant positive relationship between Multiple Intelligence and Teacher Competency of Secondary School Teachers.4)There is a significant positive relationship between Multiple Intelligence and Self-esteem of Secondary School Teachers. 5) There is a significant positive relationship between Teacher Competency and Self-esteem of Secondary School Teachers.

Key words: Multiple Intelligence, Self-Esteem, Teacher Competency & Secondary School Teachers

1. Introduction

The concept of “intelligence is a highly discussed topic for all the

psychologists". In our day to day life, we define intelligence. But the definition varies from person to person. A teacher has its own definition; a student has its own definition of intelligence. "Monarchic theory defined intelligence as one factor, a store of intellectual knowledge, which is commonly present to all activities of the individual. Multifactor theory considered it to be a combination of a few independent (separate) elements or factors" (Mangal S.K.2002). Spearman's Two- factor theory involves a general factor 'g' and specific factor 's'. The general factor 's' is commonly present in all cognitive functions whereas 's' specific factor belongs to specific (independent) functions.

Thus, both the theories hold two extremes. The description of intelligence is based upon one's ability to understand, to think, to solve day today problems and make proper adjustment in the sociocultural environment. Not only this, it is the ability to benefit from the past experiences (Mangal, 2002).

According to Robert Sternberg (1985), a learner's cognitive functioning depends upon the efficacy to process knowledge or information. Cognitive knowledge includes information-processing, meta-cognitive, executive performance, which helps to acquire knowledge. He further provides the example of people who are quite talented in one area and not in others. In that way, his approach is very similar to Gardner's theory of Multiple Intelligence. Sternberg has not focused on single independent intelligence; he wants to develop components of intelligence in the learner to be successful in all the work they perform. He wanted to enhance intelligence in the students through study and practice. (Asthana Bipin 1991).

Howard Gardner is an American developmental psychologist at Harvard University. He gave his "theory of multiple intelligence" almost eighty years after the development of first Intelligence Test by psychologist Alfred Binet. His famous book "Frames of Mind": The Multiple Intelligence theory (1983) provides a broad base and multiple frames to intelligence. According to him any individual has multiple domains of knowledge which are mainly of nine types and

function independently. They are Existential, Naturalistic, Intrapersonal, Interpersonal, Spatial, Bodily-Kinaesthetic, Musical, Logical-mathematical & Linguistics (Mangal, 2002).

Howard Gardner through his multiple intelligence theory proposed a broad view of human potentials, extending from linguistic and logical-mathematical abilities on the one hand, to interpersonal and intrapersonal abilities on the other. However, as far as the broader and global assessment of intellectual competencies and abilities is concerned there is enough truth in the assertion of Gardner's theory that knowledge of at least seven types of intelligence is essential for the true assessment of one's level of intellectual functioning (Mangal, 2002)

Educationists have long been emphasizing that a standard and single form of education cannot deal with the diversity that nature has placed before us. While we understand and relate to differences in adults, we so often forget to look at them while they are growing up. Multiple Intelligence theory is a theory of education which motivates us to rethink our attitudes towards teaching and learning process in the classroom. Everyone according to him is stronger in one or more types of intelligence and hence is talented differently. So, he proposed a theory that learners have diverse abilities (intelligence), so they interact differently with the diverse world. Evaluating them in a same way is like comparing an actor to a cricket player and saying that former is not a good cricketer and then latter is not a good actor. As teachers we do not look at what our students are good at. Our evaluation patterns systematically help us to find what our students are not good at. Thus, the present theory rejects the theory of one type of intelligence, determining that there are several separate mental abilities in a human being. This theoretical change helps in giving a richer picture about students as well as teacher's abilities and possible successes. Multiple Intelligence theory thus provides more diverse learning experiences, to learn each topic, and be prepared to succeed in a world marked by increasing diversity. At the same time every teacher may have a

preferred way of teaching strength. Using their teaching style (in the form of MI) and strategies teachers should suit the student's diverse abilities and attitudes. It provides them with interesting styles that can be used with different stimulation and help them to recognize the dominant intelligence of student and can utilize his intelligence to guide their learning by encouraging their strengths.

1.1 Need & Scope of the Study:

Teaching is a complex professional process. The teaching effectiveness can be increased or decreased by a host of factors which includes teaching environment, quality control, accountability, policies programmes, assessment and institutional leadership (Anderson2004). The role of teachers is very significant in moving students towards their desired educational goals. Nevertheless, not only teachers but a number of variables plays an important role in the teaching –learning process. Teachers are source of knowledge but by no means they are guarantor of success, because numerous variables might play an impact on the way they organize instruction (Chason 2005). In this context, teacher's multiple intelligence have received less attention compared to some other variables, such as emotional intelligence and so forth(Chan2004; Moafian and Ghanizadeh,2009; Rastegar &Memarpour, 2009). In this changing scenario, the learners' need, interests play an important role, so the teachers should be sufficiently competent and efficiently equipped to meet the variety of students' needs (Tschannn Moran & Woolfolk Hoy,2001). By this they can promote the level of the student's achievement (Cantrell, Young & Moore, 2003). The factors which greatly affect the teacher effectiveness might be helpful in enhancing and promoting their willingness for (Allinder, 1994) and commitment to teaching (Coladarci, 1992). The role of teachers nowadays has enormously increased which is not only to instruct and observe the learners but also to evaluate and judge the learners (Yenice N, 2009 Gokci, 2000). So empowering teachers, and to make them aware about their strengths and weaknesses in terms of multiple intelligence is of great help.

1.2 Research Objectives of the Study

The present study is an attempt to investigate the influence of certain demographic variables (Independent variables) gender, types of school, qualification, ethnicity, income and Marital status on the Main variables (dependent variables) viz., Multiple Intelligence, Self-esteem and Teacher Competency of the Secondary School Teachers. An attempt was also made to investigate a significant relationship between i) Multiple Intelligence & Self-Esteem ii) Multiple Intelligence & Teacher competency & iii) Self-Esteem & Teacher Competency.

General Objectives

- 1 To find out the level of Multiple Intelligence of Secondary school teachers.
- 2 To find out the level of Self-Esteem of Secondary school teachers.
- 3 To find out the level of Teacher Competency of Secondary school teachers.

Specific Objectives

- 1 To find the significant difference in Multiple Intelligence of Secondary School Teachers with respect to their Gender.
- 2 To find the significant difference in Teacher Competency of Secondary School Teachers with respect to their types of School.
- 3 To find the relationship between Multiple Intelligence and Self-Esteem of Secondary School teachers.
- 4 To find the relationship between Multiple Intelligence and Teacher Competency of Secondary School teachers.
- 5 To find the relationship between Teacher Competency and Self -Esteem of Secondary School teachers.

2. Methodology

The present study is a survey research.

- 1 A thorough study of Teacher Competency on identification of skills, abilities and activities related to it were done. For this purpose, various libraries and research tools were referred. Based on the findings, the Teacher Competency scale was constructed by the researcher followed by a pilot study to determine the reliability and validity of the tool.
- 2 A standardized test of Self-Esteem by J. Sorensen (2006) and Howard Gardner Multiple Intelligence Scale was used to collect data from a population of Secondary School Teachers of Govt. & Pvt. Schools of Patna City. A sample of 500 Secondary School teachers (Govt. & Pvt.) of Patna were selected using a random sampling technique.
- 3 The above sample was collected from twenty-eight (Govt.+Pvt.) Secondary Schools of Patna. It included 267 males & 233 females, 157 govt. & 343 Pvt. Teachers. Among them there were 288 married & 212 Single, 302 undergraduate & 198 postgraduate Secondary School Teachers. All the three tests were administered to the students in different sessions, one at a time. The data collected were scored and treated with appropriate statistical techniques.

2.1 Research Tools

“Research Tools” are distinctive ways of describing as well as quantifying the data. (Best J.W. Kahn, James 1995) The researcher has used three research tools for the study:

- The Multiple Intelligence Test a standardized test by Howard Gardner
- Teacher Effectiveness Scale -a tool constructed by researcher with the help of Prof. (Dr.) Father Thomas Varghese (Guide).
- Self-Esteem Test: A standardized test of Self-Esteem by M.J. Sorensen (2006)

The Statistical Techniques applied were Mean, t-test, Standard

deviation, Co-efficient of Correlation, ANOVA, Chi-Square Test & Mann Whitney Test.

3. Analysis of Data

Analysis of data is the detailed process of collecting and organizing data or material in order to investigate the underlying facts about it. GarretH.E. (2006) The data are analysed from all sorts or angles to invent new concept about it. An effective analysis requires sharp and intelligent mind of the researcher. (Koul Lokesh 1997).

3.1 Differential Analysis

Null Hypothesis-1

Ho 1: There is no significant difference between male & female Secondary School teachers in their Multiple Intelligence. The analysis of result is given in Table-1 and also shown through fig 1.

Table-1

Difference in the Multiple Intelligence of male & female Secondary School Teachers:

GENDER	N	MEAN	S.D.	t-ratio	Remarks
MALE	267	61.14	6.12	2.37	S*
FEMALE	233	59.86	5.88		

*Significance at .05 level

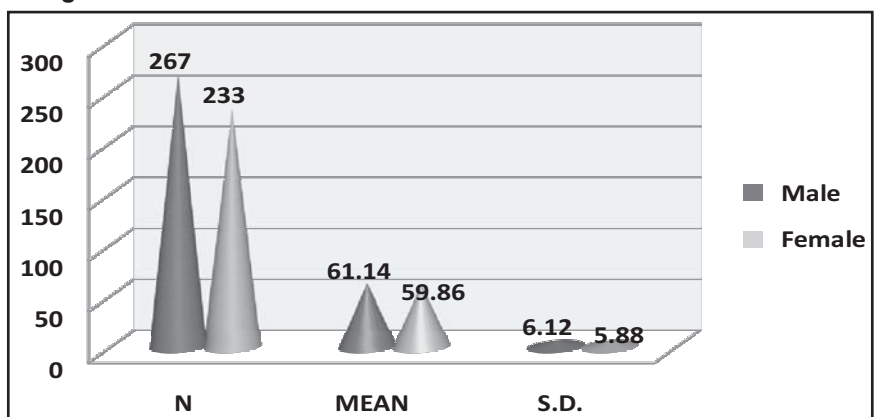


Fig.1 Difference in the M.I. of Male & Female Secondary School teachers.

The Table-1 reveals that t-ratio between mean scores of male and female Secondary School Teachers have been found to be 2.37 which is significant at .05 level. So, we conclude that there is a significant difference between male and female Secondary School teachers in their Multiple Intelligence.

Null Hypothesis-2

Ho 2 : There is not any significant difference between Government and Private Secondary School Teachers in their Teacher Competency. The analysis of result is given in table-2 and also shown in fig2.

Table-2
Difference in Teacher Competency of Govt. & Pvt. Secondary School Teachers:

STANDARD	N	MEAN	S. D.	t-ratio	Level of Significance
GOVT.	157	222.02	11.9	4.36	S*
PVT.	343	214.45	20.20		

*Significance at 0.01 level.

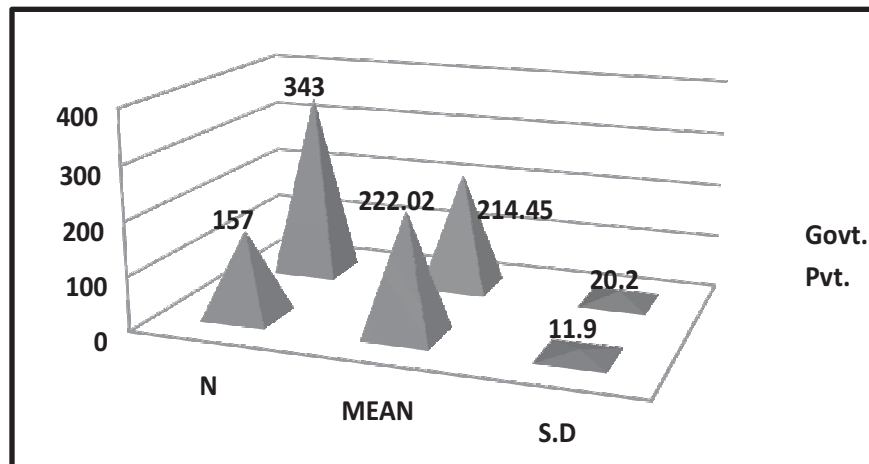


Fig. 2- Difference between Government and Private Secondary School Teachers in their Teacher Competency

The table-2 reveals that the t-ratio between mean scores of Government and Private secondary school teachers have been found to be 4.36, which is significant at 0.01 level. So, we conclude that there is a notable difference between Government and Private Secondary School Teachers in their Teacher Competency.

3.2 Correlation Analysis

Null Hypothesis -3

H03: There is not any significant relationship amid multiple Intelligence and Self-Esteem of Secondary School Teachers. The analysis of result is in the table-3.

*Table-3
Correlation between Multiple Intelligence & Self-Esteem of Secondary School Teachers*

ΣX	ΣX^2	ΣY	ΣY^2	N	CORRELATION
30271	1850877	18155	694115	500	0.8736*

**Significance at .01 Level.*

It is inferred from table-3. that the calculated r is 0.8736 which is much more than the table value (0.115) at.01 level of significance. So, the null hypothesis is rejected. It means a significant relationship exists amid Multiple Intelligence & Self-Esteem of Secondary School teachers.

Null Hypothesis -4

H04: There is no significant relationship between Multiple Intelligence & Teacher Competency of High School Teachers.

The findings of the analysis have been shown as below in table 4.

Table-4
Correlation between Multiple Intelligence & Teacher Competency of Secondary School Teachers

$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$	N	CORRELATION
30271	1850877	108412	23674272	500	0.4795*

*Significance at .01 level

It is inferred from table-4 that the calculated r is 0.4795 which is more than the table value (0.115) at .01 level of significance. So, the Null Hypothesis is rejected. It means there is an significant relationship around Multiple Intelligence & Teacher Competency of High School Teachers.

Null Hypothesis - 5

Ho5: There is not any significant relationship between Self-Esteem & Teacher Competency of High School Teachers. The analysis of the data is given as below in table 5.

Table-5
Correlation between Self-Esteem & Teacher Competency of Secondary School Teachers

$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$	N	CORRELATION
108412	23674272	18155	694115	500	0.4216*

*Significance at .01 level

It is inferred, from the table-5, that the calculated value r, is 0.4216, which is much higher than the table value (0.115), at .01 level of significance. So, the null hypothesis is rejected. It means a significant relationship exists between Self-Esteem & Teacher Competency of Secondary School Teachers.

4.0 Findings of the Study:

The ultimate purpose of research was to determine the general principles based on the observed and quantified relationship

between the Main Variable and the Demographic Variables.

- A. Multiple Intelligence In view of the findings obtained it was found that most (94.2%) of the Secondary School Teachers have obtained a moderate level of scores in the Multiple Intelligence scale. Secondly, 5.8% Secondary School Teachers have a High level of Multiple Intelligence.
- B. Teacher Competency From the result obtained 41.4% of the Secondary School Teachers have obtained moderate level of scores in the Teacher Competency Scale. Secondly, a majority of 50.4% of Secondary School teachers have obtained above average level of scores in Teacher Competency. Very few (only 8.2%) of Secondary School Teachers have obtained low level of scores in the Teacher Competency scale.
- C. Self-Esteem The outcomes of the study show that 45.2% of the Secondary School Teachers have obtained High level of scores in Self-Esteem Secondly 30.2% Secondary School Teachers have obtained low level of Self-Esteem. Only 24.6% Secondary School Teachers have scored moderate level of Self-Esteem.

The findings of the hypothesis testing in the present study were as follows:

- 1) There is significant difference between male and female Secondary School Teachers in their Multiple Intelligence.
- 2) There is significant difference between Government and Private Secondary School Teachers in their Teacher Competency.
- 3) There is a significant positive relationship between Multiple Intelligence and Teacher Competency of Secondary School Teachers.
- 4) There is significant positive relationship between Multiple Intelligence and Self-esteem of Secondary School Teachers.
- 5) There is a significant positive relationship between Teacher Competency and Self-esteem of Secondary School Teachers.

Conclusion

It can be concluded from the findings that as multiple intelligence, self esteem and teacher competency are related to each other. they must be included in teacher education programme. Schools administrations must encourage these factors among the teachers so as to make them more effective in their profession.

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**A STUDY ON ACADEMIC STRESS AMONG HIGHER
SECONDARY STUDENTS: AN EMPIRICAL
APPROACH**

Dr. Shazli Hasan Khan

Abstract

Stress is a normal phenomenon in everyone's life. It is a state of an individual under exhausting circumstances in different areas of life, i.e. family, school, health, business organization etc. Students especially of higher secondary classes have to undergo the experiences of stress due to the pressure of studies, expectations of parents, teachers, and self, peer pressure, career demands resulting a lot of burden on delicate minds. Therefore, it is necessary to understand the causes of academic stress among higher secondary students; to point out their resources to combat it and thereby enhance their well being. Stress and its manifestations, such as anxiety, depression, and burnout, have always were as a common problem among people in different professions and occupations. In the last few decades, alarm has already been provoked by the proliferation of books, research reports, popular articles and the growing number of organized workshops, aiming to teach people how to cope with this phenomenon. The present study consists of 250 eleven standard students studying in higher secondary schools situated in Aligarh District of Uttar Pradesh, India. The sample was selected by using simple random sampling technique. The present study reveals that the higher secondary students are having moderate level of academic stress. The male student's academic stress is higher than female students. The urban student's academic stress is higher than rural students. The Government school student's academic stress is less than private school student. The science subject student's academic stress is higher than arts student. The findings of this study could be useful for students to know their level of stress and they can take up necessary and sufficient practices so as to reduce their academic stress.

Keywords: *Stress, Academic Stress, Management of Stress, Higher Secondary School Students.*

Introduction

Stress is viewed as a negative emotional, cognitive, behavioral and physiological process that occurs as a person tries to adjust to or deal with stressors (Bernstein et al, 2008). The effect of stress is understood in many walks of life with diverse population especially among students. Richlin-Klonsky (2003) reported that "stress has lessened academic performance, hinder with a student's capability to involve in and add to campus life, and raise the probability of substance abuse and other potentially destructive behaviours". Stressors are defined as circumstances that disrupt, or threaten to disrupt, individuals' daily functioning and cause people to make adjustments (Auerbach & Gambling, 1998). Auerbach and Gambling (1998) regard stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as dangerous or threatening to their well-being. However, stress is perceived in different ways and may mean different things to different individuals. Stress is perceived as events or situations that cause individual to feel tension, pressure, or negative emotions including anxiety and anger. It is important to note that stress can have both positive and negative effects on people. It means that stress may be a normal, adaptive reaction to threat. Its role is to signal and prepare individuals to take defensive action. Take for instance, fear of things that present realistic threats motivates individuals to deal with them or avoid them. Most psychologists assert that moderate stress motivates individual to achieve and fuels creativity, although stress may hinder individuals from performance or difficult tasks. Stress can be imposed on an individual by unusual physical condition such as excessive heat or cold, illness, deprivation of oxygen, or exposure to strong light. Standing at attention for a long time, climbing a mountain, or continuous immersion in water can also place strong demands for adaptation on the individual.

Sources of Stress

Bernstein et al. (2008) define the sources of stress as every circumstance or event that threatens to disrupt people's daily

functioning and causes them to make adjustments. these sources of stress are called "Stressors". Stressor are demands made by the internal or external environment that upset balance, thus affecting physical and psychological well-being and requiring action to restore balance (Lazarus & Cohen, 1977). However, they differ from the degree of severity and duration of stress; what is stressful for an individual may not be a stressor for another.

For example, missing some lectures may be stressful for the first year undergraduates students, but may not be stressful for another student depending on his or her degree of expectations. Taking his final exam or sitting in rush hour traffic is not equivalent to being attacked by an angry Lion, where high arousal could facilitate fighting or feeling. Catastrophic events, major life-changes, and daily hassles are regarded as major categories of stressors that create demands to which people must adjust. Major life changes (e.g. losing a job, divorce, illness, death of a spouse or family member, and imprisonment) can be regarded as stressful situations for every adult. Most stress people experience in their everyday lives is caused by daily hassles. Daily hassles can also be viewed as the irritations, pressures, and annoyance that might not be significant stressors by themselves but whose cumulative effects can be significant. This can be related to individuals' jobs, every day living circumstances and personal relationships (Bernstein et al. (2008).

Effects of Stress

It has been argued that an individual can have possibly anxious thoughts, difficulty to concentrate or remember because of being stressed. Stress can lead to change in people's behaviours, such as nail biting, heavy breathing, teeth clinging and hand wringing. When people are stressed, they may feel cold hands and feet, butterflies in stomach, and sometimes--increased heart rate, which all are regarded as common physiological effects of stress, which can be connected to emotion of anxiety (Auerbach & Gramling, 1998). Physical and psychological responses to stress generally occur together, principally when stressors become more intense.

However, one category of stress responses can influence other responses. For instance, mild chest pain may lead to the psychological stress responses of worrying about getting a heart attack. Physical responses can be when a person escapes from a terrible accident or some other frightening events, he or she experience rapid breathing, increased heart beating, sweating and even shaking little later. These reactions are part of a general pattern known as the fight-or-flight syndrome.

Coping With Stress

Stress does not affect all people equally, but stress can lead to illness and negative experiences. Coping with stress is therefore an important factor. It affects whether and how people search for medical care and social support and how they believe the advice of the professionals (Passer and Smith, 2007). One model that is useful in understanding stress among students is Person Environment Model (PEM |). According to one variation of this model, stressful events can be appraised by an individual as "challenging or "threatening (Lazarus, 1996). When students appraise their education is seen as a threat, however, stress can elicit feelings of helpless and a foreboding sense of loss.

Academic Stress

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations. These demand may tax or exceed available resources of the students. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. So, academic is related to the achievement of an academic goal.

Stress and its manifestations such as anxiety, depression, and burnout, have always been seen as a common problem among

people in different professions and occupations. In the last few decades, alarm has already been provoked by the proliferation of books, research reports, popular articles and the growing number of organized workshops, aiming to teach people how to cope with this phenomenon (Keinan & Perlberg, 1986). Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers (Fairbrother & Warn, 2003). Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth et al, 1996). Student report experiencing academic stress at predictable times each semester with the greatest source of academic stress resulting from taking and studying for examinations, grade competition, and the large amount of content to master in a small amount of time (Abouserie, 1994). When stress is perceived negatively or becomes excessive, students experience physical and psychological impairment. Methods to reduce stress by students often include effective time management, social support, positive reappraisal, and engagement in leisure pursuits (Murphy & Archer, 1996). The pressure to perform well in the examination or test and time allocated makes academic environment very stressful (Erkutlu & Chafra, 2006). This is likely to affect the social relations both within the institution and outside which affects the individual person's life in terms of commitment to achieving the goals (Fairbrother & Warn, 2003).

Bisht (1989) has defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the stunned involved. According to Bisht, academic stress reflects perception of individual's academic frustrations, academic conflict, academic pressure and academic anxiety. Academic stress is an important factor accounting for variation in academic achievement. It also contributes to major mental health hazards, problems both physical and mental stress related dismiss. Stress makes a significant

contribution to the prediction of subsequent school performance and act as a negative predictor of academic performance in school children. Ender et al, 1994 shows the components of Academic stress. High school students cite day to day stresses of school (eg. tests, grades, home work, academic and achievement expectations) among their greatest stressors (Crystal et al, 1994; de Anda et al. 2000; Ohman and Jarvis, 2000).

Causes of Academic Stress on Students

Academic pressure is a significant source of stress for higher secondary school students (Hashim, 2003; Olpin, 1997; Tyrrell, 1992). Identified sources of academic related stress have included fear of falling behind with coursework, finding the motivation of study, time pressures, financial worries, and concerns about academic ability (Tyrell, 1992). Additionally, students report stress over struggling to meet academic standards, time management worries, and concerns over grades (Olpin, 1997). Additionally these sources may exist easily throughout the life span of college students' academic careers and may result in school students' experiencing a great deal of stress during their school career. If prevention efforts are to be developed to assist students in dealing with and avoiding academic related stress, a greater understanding of the relationship among student's use of coping strategies, social support, experiences of being parented, and academic related stress needs to be gained. Causes of stress on students include both positive and negative stress, but focus will be on the negative causes of stress of students.

Academics: Probably first among the causes of stress on students is academic pressure. Simply tackling more difficult assignments can demand stress management techniques. it might be wise for teachers to introduce students to this stress with an assignment such as a "Causes of Stress on Students Essay". Requiring students to interview older students and educators, as well as research the Internet on the subject, could help them prepare for the stresses of academic challenges.

Environment: The school environment itself can be a cause of stress on students. Students moving into secondary education find it challenging to constantly move around to classes. Those matriculating to tertiary education are challenged with leaving home and establishing a new life in a new setting. Both can cause stress on students.

Extra Co-curricular: Colleges pressure high school students to engage in extracurricular activities such as choirs, clubs, sports, band or volunteer work. The presence of these on a student application can go far towards acceptance. Hence in college, extracurricular activities still cause stress on students, once their presence on a job application is also an asset.

Peers: Like dating, peer relationships can provide estruses or distress. As peers apply pressure in regard to dress behaviour, choice of friends or sex, and many other areas of life, that pressure can become a huge presence of stress on students.

Parental Pressure: Finally, students at either level experience stress from parental pressures. Parents want their children to succeed in school. They want to see good grades, but they also want to see success in life's other areas. In their attempts to guide their children, parents can become one of the major causes of stress on students. It is wise for parents and others who work with students to take time to recognize the stresses students face. If they then provide stress management techniques, they will do much to relieve and encourage their students.

Review of Related Studies

Shibnath Deb, Eshen Strodl and Jiandong Sun (2012): Academic related stress among private secondary school students in India. The purpose of this study is to examine the prevalence of academic stress and exam anxiety among private secondary school students in India as well as the associations with socio-economic and study-related factors. Participants were 400 adolescent students (52 percent male)

from five private secondary schools in Kolkata who were studying in grades 10 and 12. Findings revealed that 35 and 37 percent reported high or very high of academic stress and exam anxiety respectively. All students reported high levels of academic stress, but those who had lower grades reported higher levels of stress than those with higher grades.

Need and Significance of the Study

In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Academic stress is the feeling of anxiety or apprehension over one's performance in the academic activities. It can lead to students being unable to perform to the best of their abilities in examinations. At school there is a range of academic pressure felt, derived from a need for perfection, worry over grades, parental pressure, competition, sports, or a tough class load. The nervous breakdowns, panic attacks, burnouts, and depression are also apparent in many younger students. The same situation is not always stressful for all people, and all people do not undergo the same feelings or off-putting thoughts when stressed. Students were considered to be the future pillars who take the responsibilities to take our country to the next phase they should be in a better way. To know this, the investigator decided to analyze the academic stress among higher secondary students.

Statement of the Problem

The problem undertaken by the investigator is stated as, **A Study on Academic Stress among Higher Secondary Students: An Empirical Approach.**

Objectives of The Study

The investigator of the present study framed the following objectives:

1. To find out the level of academic stress among high secondary students in Aligarh district,

Uttar Pradesh, India.

2. To find out whether there is significant difference between the following sub samples with respect to academic stress:
 - (i) Gender (Male/Female)
 - (ii) Streams of Study (Science/ Arts)
 - (iii) Type of Family (Nuclear family /Joint Family)
 - (iv) Management (Government/Private)
 - (v) Family Income

Hypotheses of The Study

The investigator of the present study framed the following hypotheses:

1. There is no significant difference in the academic stress of the higher secondary school students with respect to their Gender.
2. There is no significant difference in the academic stress of the higher secondary school students with respect to their streams of study.
3. There is no significant difference in the academic stress of the higher secondary school students with respect to their Type of Family.
4. There is no significant difference in the academic stress of the higher secondary school students with respect to their Type of School Management.
5. There is no significant mean difference in the academic stress of the higher secondary school students with respect to their Family Income.

The Method

In the present study, the investigator applied survey type of method. The normative group method studies, describes and interprets what exists at present.

Sample

The present study consists of 250 eleven standard students studying in higher secondary schools located in Aligarh district of Uttar Pradesh, India. The sample was selected by using simple random

sampling technique. The sample form a representative sample of the entire population.

Tool Used

The investigator of the present study selected and used the academic stress scale which was constructed and developed by A.O. Busari (20110. It has five-point Likert scale with 40 statements.

Description of Academic Stress Scale

One of the important objectives of the present investigation is to find out the level of academic stress among higher secondary school students. For this purpose the investigator used the Academic Stress Scale constructed dnad standardized by A.O. Busari. This scale consists of as many as 40 items an each item has five alternative responses i.e. "No Stress", "Slightly Stress", "Moderate Stress", "Highly Stress" and "Extremely High Stress".

So the scoring to the response given by the students should be like the following:

Response	Weightage
No Stress	0
Slightly Stress	1
Moderate Stress	2
Highly Stress	3
Extremely High Stress	4

High scores are an indication of high stress and low scores are an indication of low stress.

Statistical Techniques Used

For the analysis of the data, the following statistics techniques have been used:

- (i) Descriptive analysis (Mean & S.D.) and
- (ii) Differential analysis ('t' test).

Analysis and Interpretation of the Data

The data is analyzed using SPSS package. the collected data were subjected to statically analysis. The mean and standard deviation for the variable academic stress scores were computed for the entire sample.

Testing of Hypotheses

Hypothesis-1: There is no significant difference in the academic stress of the higher secondary school students with respect to their Gender.

Table 1: Showing the Mean, S.D. and 't'-Value of higher secondary school students academic stress with regard to Gender

S.No.	Gender	N	Mean	SD	't'-value	Level of Significance	Remarks
1.	Male	118	152.85	42.04	4.0333	< 0.01	S
2.	Female	132	132.41	38.09			

It is inferred from the above table 1 that there is significant difference in the academic stress of the higher secondary school students with regard to their Gender.

Hypothesis-2: There is no significant difference in the academic stress of the higher secondary school students with respect to their Stream of Study.

Table 2: Showing the Mean, S.D. and 't'-Value of higher secondary school students academic stress with regard to their Stream of Study

S.No.	Streams of Study	N	Mean	SD	't'-value	Level of Significance	Remarks
1.	Arts	129	141.18	49.27	0.4793	> 0.05	NS
2.	Science	121	144.15	48.65			

It is inferred from the above table 2 that there is no significant difference in the academic stress of the higher secondary school

students with regard to their Stream of Study.

Hypothesis-3: There is no significant difference in the academic stress of the higher secondary school students with respect to their type of family.

Table 3: Showing the Mean, S.D. and 't'-Value of higher secondary school students academic stress with regard to their Type of Family

S.No.	Type of Family	N	Mean	SD	't'- value	Level of Significance	Remarks
1.	Nuclear	163	137.25	52.66	2.3969	< 0.05	S
2.	Joint	87	152.67	39.27			

It is inferred from the above table 3 that there is significant difference in the academic stress of the higher secondary school students with regard to their Type of Family.

Hypothesis-4: There is no significant difference in the academic stress of the higher secondary school students with regard to their Type of School Management.

Table 4: Showing the Mean, S.D. and 't'-Value of higher secondary school students academic stress with regard to their Type of School Management

S.No.	Type of School	N	Mean	SD	't'-value	Level of Significance	Remarks
1.	Government	127	151.6	42.04	2.1294	< 0.05	S
2.	Private	123	162.8	41.09			

It is inferred from the above table 4 that there is significant difference in the academic stress of the higher secondary school students with regard to their Type of School Management.

Hypothesis-5: There is no significant difference in the academic stress of the higher secondary school students with regard to their

Family Income.

Table 5: Showing the Mean, S.D. and 't'-Value of higher secondary school students academic stress with regard to their Family Income

S.No.	Sources of Variance	Sum of squares	df	Mean of squares	'F' ratio	Level of Significance	Remarks
1.	Between Groups	1242.5742	2	621.2871	0.2583	> 0.05	NS
2.	Within Groups	594029.5875	247	2404.9781			
	Total	595272.1617	249				

It is inferred from the above table 5 that there is significant difference in the academic stress of the higher secondary school students with regard to their Family Income.

Major Findings of the Study

The major findings of the study are as following:

1. There is significant difference in the academic stress of the higher secondary school students with regard to their Gender.
2. There is no significant difference in the academic stress of the higher secondary school students with regard to their Stream of Study
3. There is significant difference in the academic stress of the higher secondary school students with regard to their Type of Family.
4. There is significant difference in the academic stress of the higher secondary school students with regard to their Type of School Management.
5. There is significant difference in the academic stress of the higher secondary school students with regard to their Family Income.

Suggestions for Further Research

- (i) The present study has focused only on the higher secondary students. Similar studies would be conducted with high school students as well as college students.
- (ii) The method of teaching plays an important role in academic stress, as the teaching method would reduce academic stress. The family and school environment would also be studied.

Educational Implications

Academic stress of students is found to be a considerable factor with regard to academic achievement. The overall academic stress consists of learning difficulties, attitude towards school, time management, exam stress, peer group relation. The school should arrange the necessary environmental conditions to reduce the student's academic stress. The teachers should concentrate in reducing the academic stress by grabbing the individual attention of the students while handling the respective classes. The education given in the classroom should reflect the application of life skills which enables them to face this highly competitive world. It should not be conducted only in the view point of examination.

Conclusion

The present study reveals that boys have less academic stress than girls. The students belonging to private schools have high academic stress than the government schools. Stress can be positive or negative. Stress can be positive when the situation offers an opportunity for a person who faces social, physical, organizational and emotional problems. This is a great challenge for present generation learners in education. This positive response prepares the body for action and activates the higher thinking centers of the brain. Academic stress has a close association in the attainment of academic achievement. Therefore, every attempt should be made to create a stress free environment at the institutional level among the students of higher secondary schools.

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IS JOURNALISM EDUCATION IN INDIA ON RIGHT TRACK?

Dr. Manisha Prakash

Abstract

Eronnini Megwa (2001) and Carey (2000) of the US argue that journalism education is an education for democracy. This speaks of the importance of Journalism as a course for humanity. Well-trained journalists are integral to functioning democracies like India. Training in this discipline is over seventy years old here and it has grown considerably in the past decade but it is yet to become result oriented and purposeful. Scholars have rightly felt that general instructions and classroom lectures are bookish and bereft of practical demonstration. There is no agreement on what direction Mass Communication education should take. Theoretical input overpowers adequate practically relevant components and inputs. In this paper, the present status and relevance of journalism education in India is explored based on primary and secondary data collected through personal observations and interviews of journalism students – past and present.

Key words: Journalism education, media studies, journalism curriculum

INTRODUCTION

Journalism education across India has been undergoing dramatic changes with the increasing demand for competent workforce in the booming media business. Education in the field of Mass Communication and Journalism in India made its advent through western influences. Teaching in this stream assumes new significance in the age of globalization and communication. There was a time when no formal training was required to be a journalist in this country. There are generations of reporters and editors who joined this trade because they had a flair for writing or speaking. Many still believe that journalists are born and not made. But with introduction of the discipline of Mass Communication in Indian Universities, those taking these courses hold a better chance to get

their career started. But the truth is very few Journalism colleges are able to produce industry ready professionals. There is a huge rush to get admission in journalism courses in Indian institutions though quality is a casualty all through.

Notably, it was India which strongly articulated during the 1970s for a New World Information and Communication Order (NWICO). But the country is yet to take any strong follow up action in the academic aspects of education in communication subsequently. Consequently, course contents have not changed substantially nor the books of journalism. The need for books to reflect national realities has not been met with yet. Whatever books are available, they are with American orientation which does not bear relevance to the Indian situation.

JOURNALISM STUDIES IN INDIA

There is no accurate documentation of the historical trajectory of journalism education in India (Muppiddi, 2008). Most of the beginners training for journalists occurred on the job. It was only in the 1950s that courses in journalism were started in colleges. As per Eapen (1991), the Hislop Christian College at Nagpur University was the first to set up a journalism department in 1952-53. Eapen is also considered the first person to document that the American media experts and expertise had left an indelible impression on the genesis and the growth of Indian Journalism and Mass Communication (1991). The Central Government's Indian Institute of Mass Communication, New Delhi, which was established in 1965, was conceptualized by Wilber Schramm and a team of American experts. Despite being in existence for over five decades, the Institute has not been able to enrich indigenous scholarship considerably as was also pointed by Eapen.

The second generation developments in the history of journalism education are said to have begun post 1960s. According to Krishnatray (as cited by Sundeep R Muppidi: 2008), the earlier certificate courses in journalism and mass communication were replaced by university based journalism departments which offered

one or two year degrees in journalism and mainly had the students from the urban middle class. He added that these departments contributed to the growing economy of the country by offering programmes which included subjects like reporting, editing besides history of journalism. It was during this time, the departments changed the nomenclature from simple 'journalism' to 'journalism and mass communication'. Further subjects like communication, advertising and public relations were also added. According to Eapen (1991) there were only six university departments up to 1961 in India and the number went up to 25 by 1981 (Sundeeep R Muppidi, 2008). Later a number of Universities came up with journalism and mass communication departments (Kavita Karant, 2001). Post liberalization, a number of private institutes, mainly autonomous or recognized by the University Grants Commission (UGC), private Universities (established under state laws), institutes and deemed Universities came into existence (C.S.H.N. Murthy, Manipal University, 2010). According to Krishantray (2008), these are the fourth generation and latest establishments in journalism and mass communication.

The journalism education has also turned into a business, as Sainath (2001) termed it as 'Corporatization', with ISO 9000 and ISO 14000 coming to play a prominent role which these institutions sought to show as following international standards in the institutional maintenance and appearance for attracting the international community. Foreign students show willingness to study in these institutes, as education for foreigners is cheap whereas for Indians it is dear given a very high fee structure.

Today, the NDTV, the India TV, the Times Now, Marwah Films among others have started their own media schools. We also have a Bennett University by the Benett Coleman & Co. Ltd. This is the latest trend in journalism education which has brought about a corporate feel to it.

A number of central, state and private university journalism departments/schools are providing undergraduate (Bachelor of

Arts – BA/ Bachelor of Mass Communication – BMC), and post graduate (MJMC) degrees or Diplomas in journalism and Mass Communication. In addition, a significant number of universities in India are also providing MPhil and PhD degrees.

POSSIBLE ISSUES WITH JOURNALISM EDUCATION

Despite this progress, education in journalism and mass communication in India has been stagnant and alienated from the industrial and academic needs. A major flaw is said to be the fact that there is no direct linkage between the industry and the education in media, however the need for such linkage is always disputable. The media industry feels the training offered in these centres is inadequate. The industry does not find it feasible to conduct campus selection for the reason that the students do not display the appropriate skills necessary for them to be taken as journalists. In India the Universities State and Central, besides private educational institutions have failed to formulate a common core curriculum with relevance to the fast changing industry (Murthy, 2010).

Considering the present scenario, several questions arise as to what should be the curriculum for the current generation of journalism students and how should one endeavour to bring a balance between the academics and the industry. It is necessary to find out the extent to which undergraduate colleges and graduate colleges of mass communication and journalism in India are following a curriculum that is relevant to the changing technological developments both abroad and in India in the wake of globalization and privatization. Current problems pursuing the media education in India and the methods which could be seen as possible way outs to improve the situation to some extent needs to be discussed. The knowledge and skills critical for students to become successful professionals need to be identified as well as the characteristics that would elevate media education to a professional status without criticism from the industry. There is an agreement of the view that as the admissions in the private institutions and sometime also in the government institutions are generally not based on merit and proper evaluation

of creative talents (in the fields of writing, general knowledge and speaking), at present there is a low quality output of performance from these students at the time of passing out from their institutions.

“The vehicle of journalism education seems to be halted with punctured wheels (Desai, 2008)”. There is a need to look for an appropriate model. South Asian educators train journalism students with borrowed curricula from the West (Ullah, 2014)

The whole education system of journalism and mass communication in India is afflicted with a number of maladies. Most institutions suffer from lack of adequately qualified faculty as the government process of recruitment is slow and courses are run mostly by guest faculty who are paid pitiable amounts. Most institutions enrol students who are not fit for any category of media either by aptitude or by attitude. In the absence of a standard process of admission, seats are filled for the sake of it which is in flagrant violation of the stipulated rules for admission of students and recruitment of faculty by the University Grants Commission (UGC). Excessive admissions, violating the natural and normal ratio of teacher: pupil in a class room, coupled with poor and abysmally low infrastructure, further diluted the quality of teaching.

There is a general agreement that there is a need to change the present curriculum and the treatment of curriculum of journalism and mass communication in India should be multi task oriented rather than industry focused. The media educators are of the opinion that by merely allowing media schools to be overshadowed by the industry may leave the vast academic potential of this powerful branch of social science and arts underutilized and even unexploited for the needs of developing countries in the post globalization era, which is not advisable.

The media industry often seeks to promote an emphasis on skills in preference over liberal education (Tapas Ray (2007). It has been debated whether journalism programmes should focus almost entirely on professional skills, or should superimpose these skills over a broad liberal arts education . “Even today some in the

journalism industry pressure j-schools to put more emphasis on skills and mechanics, especially as the profession becomes more dependent on technology” (Kunkel. T, 2002). We cannot have a course curricula in journalism and mass communication tilted in favor of imparting just basic skills required for the industry. Sainath (2001) is not in favor of reforming curriculum only to cater the corporate sector. Kunkel recommends that journalists must be strong critical thinkers who know enough about geography, history and the human condition to understand why events play out as they do. They ought to have a world view' (2002). “The ultimate objective of the journalism education should be to improve the practice of journalism not only by training skilled practitioners but also by teaching how journalism impinges on other areas of public life and illustrates critical social issues (Reese, 1999).”

The present system of imparting education in journalism and mass communication in all papers is tedious, boring and not in keeping with the requirements of the industry. One who has a mental disposition for video production, yet he/she has to study print media reporting, editing, subbing, advertising and radio production. Another model of study could be developed which gives students a choice, hands-on training as well as internship opportunities.

The quality of admissions is basically very low and the students taking admission in journalism course are those who could not get admitted in other streams. It reminds of what Sunanda Datta K Ray (2000) said, that if someone was not qualified for any job, he became a journalist. Very few would join straight with meritorious background with an aptitude for journalism and mass communication. Others in spite of three years of education would not be in a position to speak or write English and Hindi fluently therefore making them unfit either

Methodology

A survey method has been employed to determine student's views on the effectiveness of journalism education in India. Survey

questions were sent to journalism students of both private and government colleges in India known to the researcher through whatsapp. Some of the students also forwarded the questions to other journalism students. The students were based in Patna, Ranchi, Pune, Mumbai, Jammu and Noida. Respondents sent back their opinions in response to the questionnaire sent to them. Of these maximum were from Patna. However, only 27 replies could be received. The obtained data was analyzed using simple analytical method.

Research Questions

1. Are you satisfied with the journalism course offered in universities?
2. What do you think is missing in the journalism course?
3. Does the course prepares a student taking it for a career of his/her choice?

Results and Discussion

The respondents' views offered a range of similarities. When asked about the satisfaction level with the journalism course offered in universities, sixteen students said that they were not satisfied while four said they were partly satisfied. However, seven expressed satisfaction with their universities/institutions. (Fig. 1)

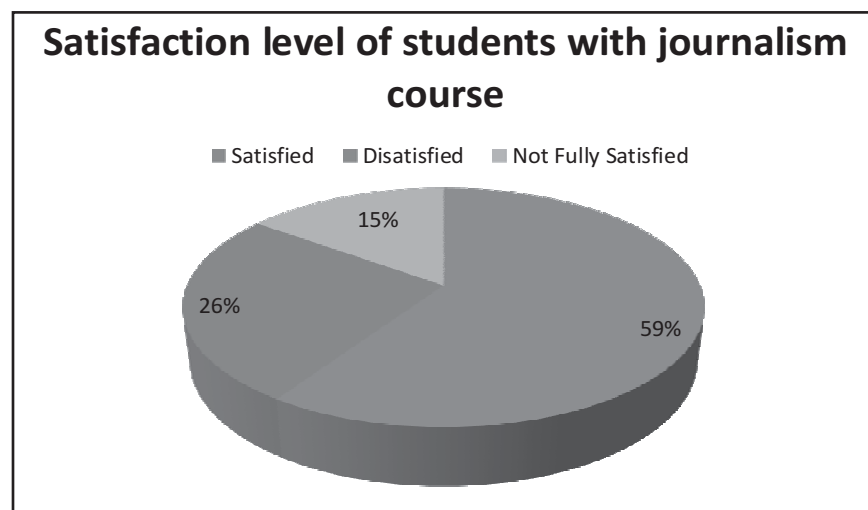


Figure 1: Satisfaction level of students with the course offered in

their institutions

When asked about what was missing in the journalism course, twenty three students said that practical exposure was badly missing from the course. Two students said that the course needs updating. One said that students should also be taught in Hindi. Some students also pointed out about the lack of placement opportunities and the poor teaching.

Students' comments

1. Teaching is limited to books. The college claims to provide job opportunities but it is not true. There is no campus interview leaving the student confused in the end whether they have done the right thing by opting for a course in journalism.
2. More practical classes are required so that students can learn and understand better.
3. The course needs to be based on skill enhancement.
4. The course only helps in passing exams and does not prepare for the professional world.
5. The course should be job oriented and provide job training as it is a vocational course.
6. The course needs to be updated.
7. Some teachers give notes from the internet which they fail to explain leaving the students on their own to decipher its meaning.

To find out whether the journalism course is making the students career ready, a third and final question was asked. Eleven students said that the course prepares them for a career while seven said it did not and another seven said it prepares them only partly. However, two students said that it all depends on the student and how he/she takes the course. (Figure 2)

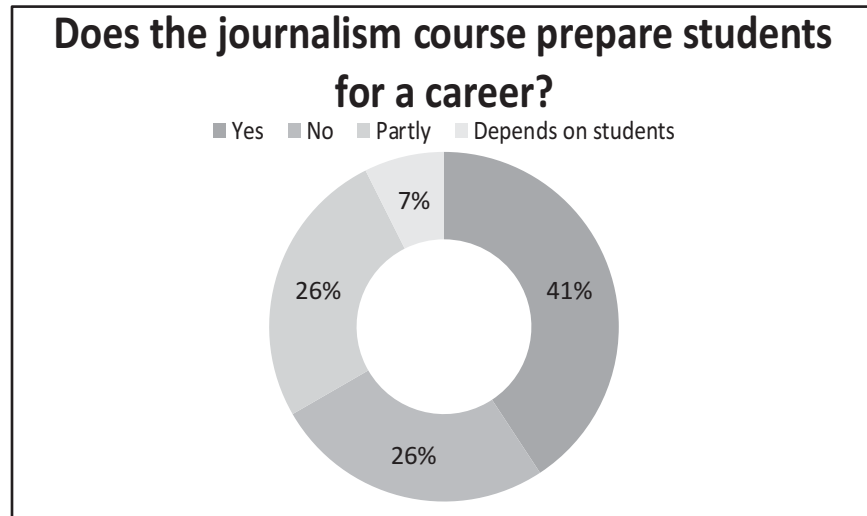


Figure 2: Career preparedness through Journalism course

Findings

1. Students are not satisfied with the journalism course offered in universities.
2. Practical classes and real exposure is missing from the curriculum.
3. There is confusion among students on whether the course prepares them for a career.

Conculsion

The nature of journalism education in India has changed over the past decade .The research finds out about the failure of conventional west-oriented or readymade curricula. There is a necessity for a new approach to form a model curriculum. However, the research also brings up many questions. It will be worthwhile to understand the reasons behind 'unsatisfactory' performance of the institutes of journalism. It will be necessary to systematically explain the real causes behind this while at the same time make a comparative study of the successful and the unsuccessful centres of journalism teaching. Success would encompass placement, teaching

methodology, course curriculum, faculty and facilities available for students. There is also a need to look at the challenges in teaching journalism in the present times in India. It has also been pointed out that private institutes of Journalism are nothing but money minting centres ill-equipped to train students in this field. The training is carried out in both government and private colleges without quality training material and with no orientation towards media needs. The industry demands journalists proficient in multimedia skills. Universities and institutions are finding it difficult to meet these challenges.

As the curricula is not fit with the local context, Journalism graduates are being undervalued in the local media recruitment process. The ignorance of the native industry requirements and the flaws of the west-centric curricula suggest that the Indian Journalism institutions require a different approach to course contents.

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CHANGING CLASSROOMS WITH ICT: TEACHERS PERSPECTIVE

Ms. Sujata Kumari and Mrs. Smita Sah

Abstract

ICT plays an important role in modern teaching learning process. It helps in the concept construction in the minds of students. The interrelationship between ICT and education is very critical to achieve. Teachers play an important role in teaching learning procedure and for inclusion of ICT in classroom.

The purpose of the present study was to find out the views of teachers on inclusion of ICT in classroom. The dimensions of the study were benefits of using ICT in classroom, difficulties of using ICT in Classroom, and Presence and Frequent ICT technologies used in classroom. The investigators have used qualitative method for the present study. The investigators have used semi structured interview for the data collection. The results of the study showed that teachers teaching in different schools are familiar with the benefits of ICT use in classroom but they lack knowledge of recent developments in the field of ICT.

Key Words - ICT in classroom, frequently used ICT technologies, Education.

INTRODUCTION

The emergence of ICT is one of the wonderful gifts of modern science and technology which has brought tremendous changes in library and information science. Application of information and communication technology (ICT) to library and information work has revolutionized the traditional concept of libraries from a "Storehouse of books to an intellectual information centre" connoting the concept of an electronic library. It has opened up a new chapter in library communication and facilitated global access to information crossing the geographical limitations.

A few years ago, computers were introduced into classrooms. Teachers spent time teaching students how to use the systems and

simultaneously learnt how to use the systems to teach better.

Now, computers are a part of our life in every way and they have completely taken over the classroom as well.

According to Mahaptra and Ramesh ICT, is “Information Communication Technology is the result of the technological convergence of existing single isolated technologies viz, computer technology, communication technology, information processing, publishing technology etc.”

According to UNESCO “ICT is a scientific, technological and engineering discipline and management techniques used in handling information and application and association with social, economical and cultural matters”.

When ICT technologies were implemented in schools gradual changes started to take place in the organisation of education, in the form and method of teaching, the role of teacher, the class organising.

One of the fundamental changes took place in the organization of the classroom.

The placement of the computers in schools does not mean the automatic change of the traditional classroom into ICT classroom.

It may change the way of teaching but the initial changes does not have to do with the real ICT learning.

Both teachers and students may not be familiar with computers and not know the uses of ICT in classroom.

An ICT classroom consists of three main aspects – Input, Output and External add ons.

- Inputs refer to the use of cameras, computers, tablets, student response systems and application software.
- Output sources consist of projectors, interactive whiteboards and large display monitors.
- External add ons would mainly be Digital Recorders, Digital Cameras, Switchers or any other external devices.

Lim and Tay (2003) classified ICT tools as :

- 1) Informative tools - Internet, Network Virtual Drive, Intranet systems, Homepage, etc.
- 2) Resignation devices - CD-ROM, etc.
- 3) Constructive tools - MS Word, PowerPoint, FrontPage, Adobe Photoshop, Lego Mindstorm, etc.
- 4) Communicative tools - e-mail, SMS, etc.
- 5) Collaborative tools - discussion boards, etc. forum

EDUCATION AND ICT

Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.

Various devices/technology in ICT includes:

- Access of course materials through remote devices,
- Online digital repositories for lectures, course materials, and digital library,
- Online/ cloud based academic management systems,
- Employing the flipped classroom concept,
- Making use of handheld computers, tablet computers, audio players, projector devices etc.

Also, the rising number of Massive Open Online Courses(MOOCs) like the coursera, khan academy, and edx tells us that there is a huge demand for off-the-classroom learning facilities. The future of our institutions will depend on whether or not they can satisfy those needs.

Why measure ICT in education?

Policy makers accepts that ICT in education can help the students to compete in the global economy by being part of a skilled workforce

and facilitate social mobility by:

- Enhancing learning experiences and providing new sets of skills,
- Reaching more students with Massive Open Online Courses(MOOCs),
- Facilitating the training of faculties,
- Minimising costs and saving time associated with information delivery and automating regular day-to-day tasks,
- Improving the administration of institutions to enhance the quality and efficiency of service delivery.

According to UNESCO, "Measuring ICT in education is therefore important to inform policy makers in setting national priorities and developing ICT in education policy."

SCHOOL AND ICT

Information and communication technology in schools can be used as a school communication tool to improve student learning and better teaching techniques. With the advancement of technology in education, schools adopt school communication software to transmit, store, share or exchange information. In this technological era, ICT in education has compelled many schools to get accustomed to smart technology. This school communication software uses computers, the internet, and multimedia as the medium of communication.

Here are few characteristics that make ICT in education a prominent school communication tool.

- It offers the wide variety of services.
- It is reliable and provides interactive learning experiences.
- It is flexible and provides comfortable learning.
- It motivates students to learn.
- It facilitates communication and promotes creativity.
- It also provides access to the digital library where information can be retrieved and stored beyond textbooks.

The use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning. It added a dimension to learning that was not previously available. After the inception of ICT in schools, students found learning in a technology-enhanced environment more stimulating and engaging than in a traditional

classroom environment.

Role of the teacher

- Teachers remain central to the learning process
- Lesson planning is crucial when using ICTs

Pedagogy

- Introducing technology alone will not change the teaching and learning process
- ICTs seen as tools to help teachers create more 'learner-centric' learning environments
- ICTs can be used to support change and to support/extend existing teaching practices
- Using ICTs as tools for information presentation is of mixed effectiveness

Teacher technical abilities and knowledge of ICTs

- Preparing teachers to benefit from ICT use is about more than just technical skills 'One-off training' is not sufficient
- Few teachers have broad 'expertise' in using ICTs in their teaching
- Students are more sophisticated in their use of technology than teachers

Teacher usage of ICTs

- Teachers most commonly use ICTs for administrative tasks
- More knowledgeable teachers rely less on "computer-assisted instruction"
- How teachers use ICTs is dependent on their general teaching styles

Teaching with ICTs takes more time

Introducing and using ICTs to support teaching and learning is time-consuming for teachers, both as they attempt to shift pedagogical practices and strategies and when such strategies are used regularly. Simply put: Teaching with ICTs takes more time (estimates vary on how much extra time is required to cover the same material; 10% is a common estimate).

OBJECTIVE OF THE STUDY

- To analyze the perspective of teachers on classroom use of ICT.

- To assess knowledge of teachers on the versatile uses of ICT in the learning process.

RESEARCH DESIGN

Semi-structured interview was used for this study, and the only criterion for participation was that interviewees were teachers at the selected school, as the aim of the study was to 'capture' the valuable perspectives of teachers in relation to ICT, including their 'experiences', 'concerns', and 'expectations'.

Both straight-forward and open-ended questions were developed in the preparation for the fieldwork, and, in accordance with ethical guidelines, 5 questions were developed.

Interview participants were chosen randomly from the selected schools of Patna, and, only 20 teachers were selected as the sample. Teachers' answers were analyzed and put in systematic order for better understanding of the research objectives.

DATA ANALYSIS

Teachers have given their views about ICT and its uses. On the basis of the interview, we can summarise the following points

a) DEFINITION OF ICT

Most of the teachers first of all gave the bookish definition of ICT i.e. it stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications.

But many of the teachers have given other defining points also such as:

- It is a range of technologies which is used for gathering, storing, processing, retrieving and transmitting information.
- It enables individuals to store and systemize information.
- It means the audio visual aids in educational sense.
- It means the software of communication devices such as teleconferencing. Power point presentations, educational modules.

b) BENEFITS OF USING ICT IN CLASSROOM

According to majority teachers the reason of ICT being integrated

into classrooms is because it helps improve knowledge, comprehension, practical skills and presentation skills of the children. They make power point presentations for different topics given as assignment.

- There are other benefits for teachers also like
 - Access to larger pool of information and learning resources.
 - Technology enables them to reinforce their lessons.
 - Helps teachers to handle students with learning difficulties.
 - Makes classroom management easier.
- c) THE DIFFICULTIES OF USING ICT IN CLASSROOM
- According to teachers the process of using ICT in everyday education is very complicated. The opportunities provided by ICT to support teaching and learning are not problem-free. They suggested few areas where they had difficulties
- Lack of adequate ICT support, infrastructure, or time
 - Not everyone has technology at home
 - Technology can affect lesson time and flow
 - Sometimes it's easy for students to be distracted
 - Needs more professional development for ICT classroom handling.
 - Lack of teaching experience with ICT
- d) PRESENCE AND FREQUENT ICT TECHNOLOGIES USED IN CLASSROOM
- Private school teachers described about different ICT tools present in their classroom like Overhead and LCD projectors, Microphones, Pen Drive, interactive white board and DVDs and CDs.
- Television, Desktop and laptops, Internet, Digital cameras, Printer, Photocopier, tablets, Scanners was present in the school for the use.
- They reported regular uses of ICT tools in classroom
- Whereas in government school teachers stated presence of computer room and few projectors for the school.
- No ICT tool installed in classroom was stated.
- They also said that ICT tools present are used occasionally only.
- e) KNOWLEDGE OF RECENT DEVELOPMENTS IN ICT
- Majority of the teachers did not had knowledge of recent

developments in ICT uses in classroom like

- Blended learning
- Collaborative learning
- Flipped learning
- Wiki spaces
- Learning apps like Byjus, Smart learning etc

CONCLUSION

We have seen many examples for the use of technology in the classroom and its benefits in today's society. The timing has never been better for using technology to enable and improve learning at all levels, in all places, and for people of all backgrounds.

Teachers are the key to integrating ICT with day to day learning experience. So the most important thing is that teachers need to be prepared to use these technologies effectively. Schools can use technology effectively and for the welfare of students, teachers and society and it must be done.

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