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TAKING TESTS ONLINE: A STUDY ON STUDENT'S RESPONSE TO ASSESSMENT PATTERNS IN EDUCATION DURING COVID-19

1

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INTRODUCTION

With the advent of technology, our world has become digital. This has taken the education system online. Further with the COVID-19 pandemic that has engulfed our world, teachers and students have been compelled to continue their teaching learning as well as assessing through the internet.

An assessment is a way of testing the students or the learners. Based on the work of many scholars (e.g., Delclos, Vye, Burns, Bransford, & Hasselbring, 1992; Poehner, 2007), assessment is defined as a process for documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learner. It is a very important process in the teaching-learning stage. An assessment has many features such as it is a way of deciding whether or the not the student or learner can be promoted to the next grade or level. It is used to check the learner's grasp on the subject and is also used to check whether the students have understood a concept or lesson in the class. With the introduction of technology to education,

the teacher has the option of also giving the assessments online or offline to the students.

The online examination is a web based exam system where examinations are given online either through the internet or through the internet using computer system. With the development of society, different kinds of examinations appear constantly. The research and development of online examination will improve the teaching quality and perfect the education system.

The online examination system has many merits such as it is eco-friendly paperless way of conducting an assessment. It also has a system of auto-grading wherein the teacher is required to only set the answers in the system which then takes care of the correcting of the exam. The MCQs are one of the most used forms of testing. It saves time and is quick to answer and deliver. Some of the demerits are that it is left to the honesty of the test takers to answer the questions without checking the answers

simultaneously. This can result in unfair means.

The online examination required learners to have basic access to technology and a non-disruptive internet connection which can cause a hindrance to many learners who do not have access to them. In this paper, keeping in mind the merits and demerits of the online examination, the effectiveness of online examination system through an online survey method is studied. An online survey using Google forms is prepared and the responses were collected and analysed. The target respondents were students in senior colleges pursuing graduation degrees from all over India. In the survey, the students' opinion on online examinations was recorded to understand the present scenario of the students and learn about the effectiveness of the online examination pattern.

METHODOLOGY

In this study, the data was limited to undergraduate students to check their opinion about appearing for online exams during this lockdown period. Sixty students between the age of 16 to 22 years, both male and female answered the survey through the questionnaire method and their responses were recorded.

The questions asked were:

1. Question 1 to 5 included basic details of the respondents such as Name, age, name of college, name of course studying, etc.
6. Have you appeared for an online exam before?

7. Do you prefer online exams or offline exams?
8. According to you, are online exams beneficial?
9. Are online exams easier than offline exams?
10. According to you, are online exams cheat proof?
11. Can online exams give justice to honest students?
12. Do you own devices like a laptop or a smartphone to appear for an online exam?
13. Do you have an internet connection at home?
14. Give your opinion about directly promoting the students to the next academic year?
15. Should the exams be conducted post lockdown?
16. Rate the idea of online exams
17. Has your institution adopted online examination during the covid-19 lockdown?
18. Have your teachers/professors conducted online exams before the lockdown?
19. What type of online tests have your teachers used for online exams?
20. Have you attempted an online test on any of these platforms?
21. Have you checked for the answers on the internet when appearing for an online test?
22. What is your opinion on the concept of online exams?

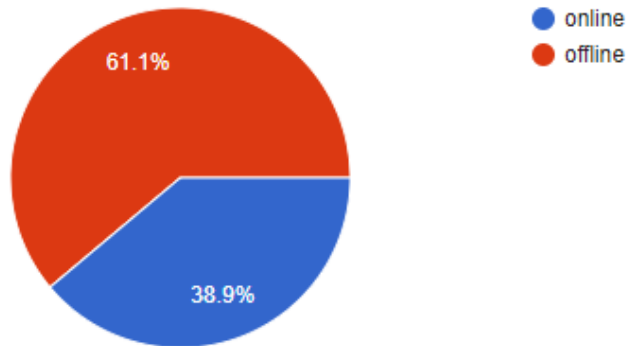
23. How is your academic life affected due to covid-19?

RESULTS AND DISCUSSIONS

The responses of questions 1 to 5 have not been included in this report as a matter of confidentiality.

6. Do you prefer online exams or offline exams?

54 responses

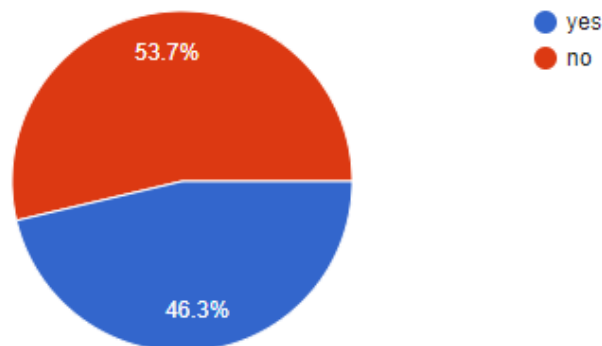


In question 6, we can see that 61.1% of the students have said that they prefer the option of offline examinations. On the other hand, 38.9% of students have said they do not prefer the option of

online examinations. From here, we observe that more number of students are comfortable with the offline examination method and do not prefer giving an online examination.

7. Have you appeared for an online exam before?

54 responses

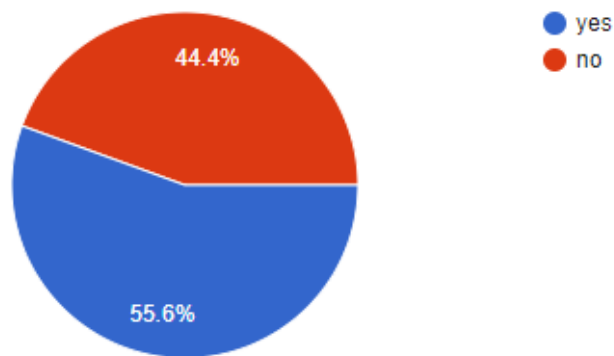


In the above question 7, 46.3% of the students have said that they have appeared for an online exam before whereas 53.7% were reported saying they had not appeared for an online exam before. Which means that more number of students have never appeared for an online examination before as compared

to the number of students who have appeared for an online examination. From the responses received, we can say that some colleges have incorporated the online examination method whereas others still prefer the offline method to examine their students.

8. According to you, are online exams beneficial?

54 responses

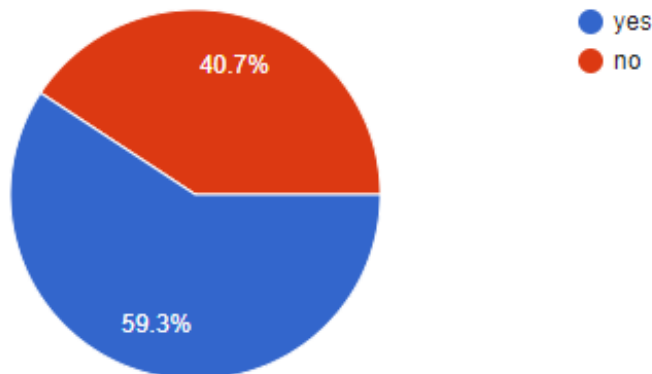


In the above question, 55.6% of undergraduate students feel that online exams can actually benefit their academic

life, whereas 44.4% students do not feel the same. They feel that offline exams are much better than the online exams.

9. Are online exams easier than offline exams?

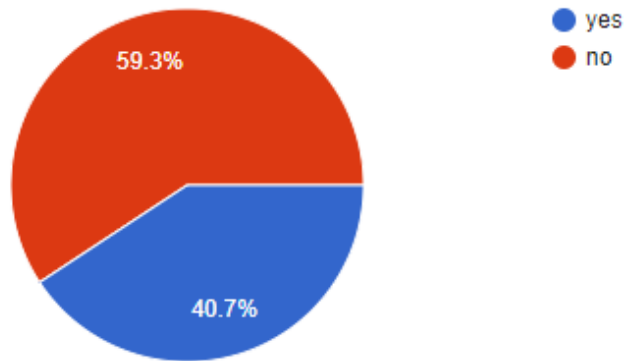
54 responses



In the above question, 59.3% students say that online exams are easier than offline exams but 40.7% students say that online exams are not that easy.

10. According to you, are online exams cheat-proof?

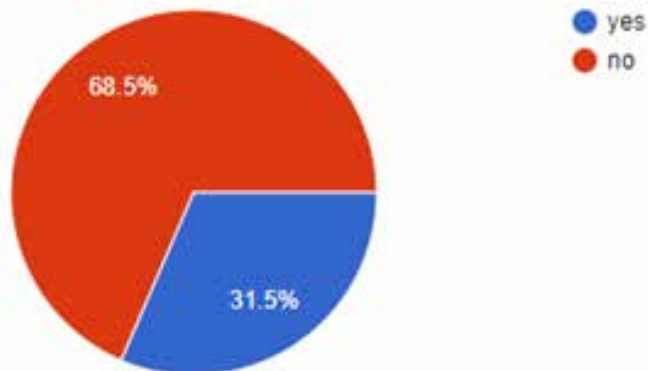
54 responses



In the above question, 59.3% students say that online exams are not cheat proof, whereas 40.7% say that they are cheat proof. From the response received from the students on this question, we can say that online exams do not guarantee a fair assessment to all the students as they are not completely cheat proof.

11. Can online exams give justice to honest students?

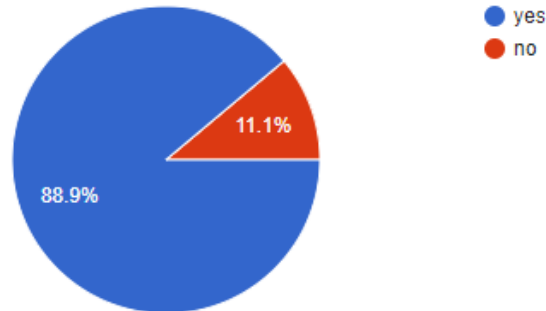
54 responses



In the above question, 68.5% students feel that online exams do not give justice to students. But 31.5% students were of a different opinion that online exams can give justice to the honest students. We can observe that students do not fully trust the online exam method as this method is not cheat proof.

12. Do you own devices like a laptop or a smartphone to appear for online exams?

54 responses

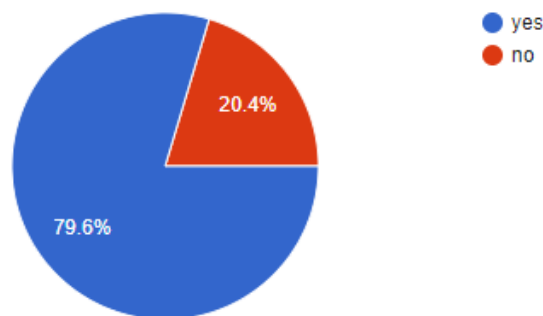


In the above question, we learn that 88.9% of the respondents own a device like a personal laptop or a smartphone. Only 11.1% of students do not own such

devices. It is a bit surprising that in the 21st century and everything is now going digital, many still face the hurdles of not having access to technology.

13. Do you have an internet connection at home?

54 responses



In this question, 79.6% students reported having an internet connection at home and only 20.4% claim they do not have it. Again we see here that having an internet connection at home is becoming a basic necessity as the world is developing and going digital.

14. Give your opinion about directly promoting the students to the next academic year?

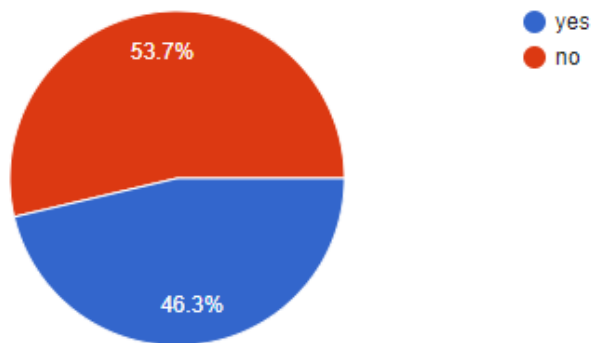
In the above question, the students have shared their opinion about directly promoting the students to the next academic year, without conducting examinations due to the ongoing

covid-19 lockdown. We have received mixed responses from the students. A large number of students feel that it would be the best decision by the institutions to directly promoting the students as we have no other option. Directly promoting the students can save

time. Students can start the preparations of their next academic year. While some students say that the colleges should promote the students on the basis of their previous semester’s marks or by taking online assessments.

15.Should the exams be conducted post lockdown

54 responses

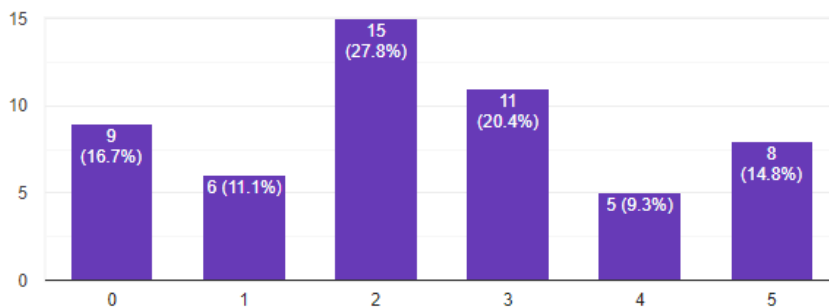


In the above question, 53.7 % students are of the opinion that online exams should not be conducted post lockdown, whereas 46.3% students say that online exams should be continued after the lockdown is lifted. Currently we

are clueless about the situation due to the COVID-19 pandemic and unaware that when the situation will get back to normal. From these responses, we understand that students would like to continue the online pattern of assessments.

16.Rate the idea of online exams.

54 responses

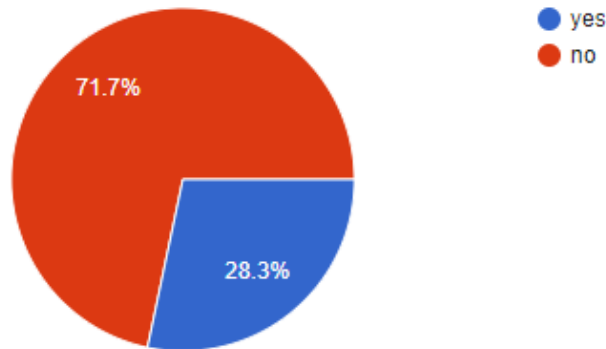


In this question, we can see a mixed response to the concept of online examination pattern. 14.8% has stated

that they are in favour of it whereas 16.7% have stated that they are not.

17. Has your institution adopted online examinations during the covid-19 lockdown?

53 responses

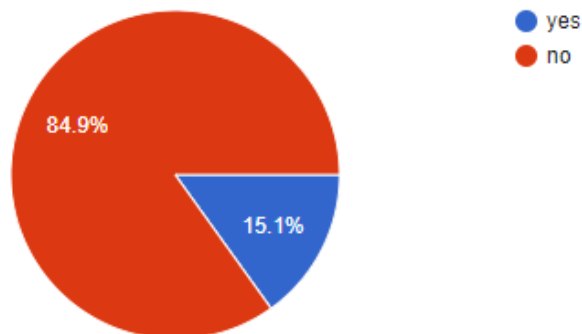


In the above question, 71.7% students have responded negatively that their institutions have not adopted the online method of examination whereas 28.3% students have responded that their

institution has adopted the online means of assessing. This concludes that the institutions still rely on the traditional way of examining the students and do not opt the online method.

18. Have your teachers/professors conducted online examinations before the lockdown?

53 responses



In the above question, 84.9% students have shared their response that

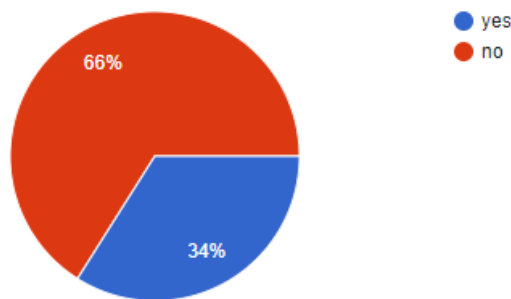
their teachers have never conducted an online exam before the lockdown, on the

other hand 15.1% students say that their teachers have conducted an online exam before. Through the received responses, we can observe that few teachers have been using online and offline methods of

assessing the students and a vast majority of students claimed that they have never used the online exam system before and were using the traditional way of assessing.

19. Have your teachers/professors conducted online examinations during the lockdown?

53 responses

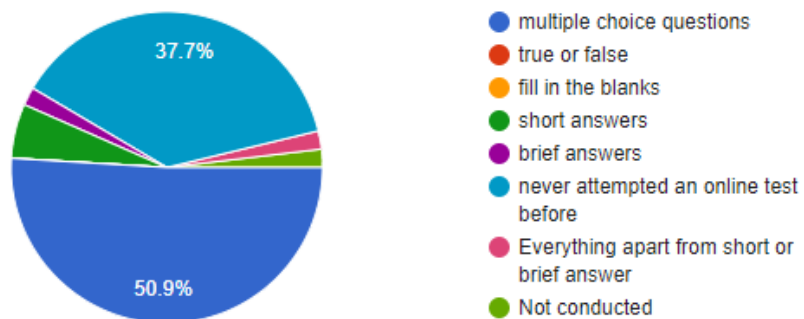


In the above question, 34% of students claim that their teachers have employed the use of online means of assessment, whereas 66% claim that their teachers have not yet used the online method. Comparing questions 18 and

19, we can state that there has been a 15% increase in the number of teachers using online mode of assessment due to the lockdown, which proves that many educational institutions have adopted the online mode of teaching learning.

20. What type of online tests have your teachers used for online exams?

53 responses

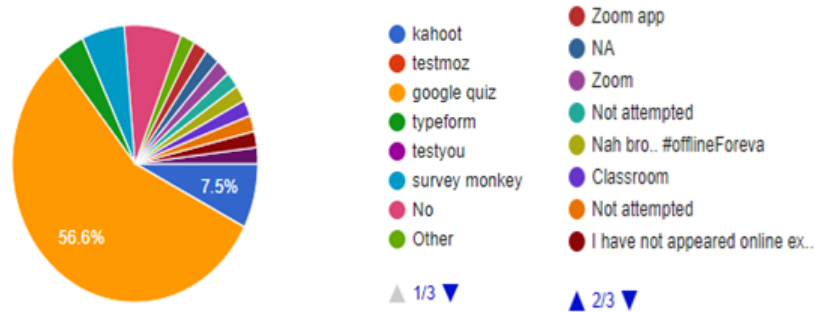


In the above question, students have given responses about the type of tests they have given online. We can observe that, most of the students (50.9%) have selected the multiple choice

question or an MCQ test. Others have selected short answers and long answers test online, whereas 37.7% of students never appeared for an online exam.

21. Have you attempted an online test on any of these platforms?

53 responses

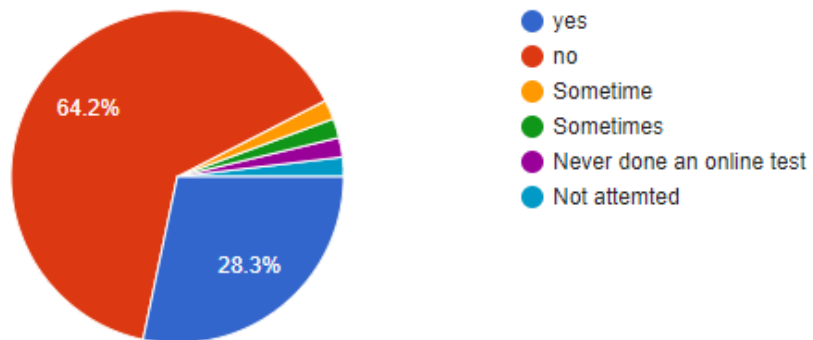


In the above question, most of the students (79.9%) state that they have appeared for an online test on the Google quiz platform, whereas 10.3% selected Kahoot and 7.7% selected survey

monkey. We can observe that Google Quiz platform is one of the most used platforms by teachers for creating online tests for assessment.

22. Have you checked for the answers on the internet when appearing for an online test?

53 responses



In the above question, 28.3% students replied that they have for answers while appearing for online tests whereas 64.2% have reported that they have never checked for answers while appearing for an online exams and some state they have sometimes checked for answers. From this we observe that the number of students checking for right answers in an online exam is less than the number of students who are honestly taking the test based on their own knowledge.

23. WHAT IS YOUR OPINION ON THE CONCEPT OF ONLINE EXAMS?

In the above question, we have received positive as well as negative responses from the students about online exams. A large number of students feel that offline exams are better than online exams. They still prefer the offline way of appearing for the exams. Some felt that online exams are more convenient and less time consuming. Since many years, the students have been giving exams in the traditional offline way and they are used to it. Students think that the traditional pen and paper means of education creates a better connection between the teacher and the students. Only few students were in favour of online exams.

24. HOW IS YOUR ACADEMIC LIFE AFFECTED DUE TO COVID- 19?

In the above question, students shared their thoughts about how their academic life has been affected due to the COVID- 19 lockdown. Some students feel that COVID-19 has not much affected their academic life but some

feel that their academic life is getting disturbed due to the ongoing lockdown. Some reported that their time is getting wasted as colleges are closed. They shared concern that their exams are still pending and that their exam syllabus remained incomplete. Overall, COVID-19 has greatly affected their academic life of students to a larger extent.

FINDINGS

By analysing the data received from the responses of undergraduate students in the survey about taking examination online during this lockdown period, we have put together the following findings:

There have been a fairly equal number of students who have appeared and never appeared for an online exam. We learn that that many colleges have incorporated the online examination method whereas others still prefer the offline method to examine their students.

It was found that students are more comfortable with the offline examination method and do not prefer giving an online examination and that offline exams are much better than the online exams.

Many reported saying that online exams are easier than offline exams but they do not guarantee a fair assessment to all the students as they are not completely cheat proof.

Students also reported saying that they do not fully trust the online exam method as this method is not cheat proof.

Many were found having difficulties in accessing technology due to lack of a laptop or mobile phone

Mixed responses were received from the students on the opinion of students who felt that it would be the best decision by the institutions to directly promoting the students to the next grade or level.

Many were of the opinion that the online pattern of assessments must continue.

This concludes that the institutions still rely on the traditional way of examining the students and do not opt the online method.

We also found that few teachers have been using online and offline methods of assessing the students and a vast majority of students claimed that they have never used the online exam system before and were using the traditional way of assessing.

There is also an increase in the number of teachers using online mode of assessment due to the lockdown, which goes to prove that many educational institutions have adopted the online mode of teaching learning.

We learnt that Google Quiz platform is one of the most used platforms by teachers for creating online tests for assessment

The number of students checking for right answers in an online exam is less than the number of students who are honestly taking the test based on their own knowledge

Students think that the traditional pen and paper means of education creates a better connection between the teacher and the students. Only few students were in favour of online exams.

On the opinion of the impact of the COVID -19 situations on their lives, they feel that their academic life is getting disturbed due to the ongoing lockdown. Some reported that their time is getting wasted as colleges are closed. They shared concern that their exams are still pending and that their exam syllabus remained incomplete. Overall, COVID-19 has greatly affected their academic life of the students to a larger extent.

CONCLUSION

The survey study on the opinion of students taking online exams has opened many insights into the mind of students and the psychological impact of the current COVID-19 lockdown situation. It was understood how it has greatly affected the lives of the students as well as pushed teachers and institutions to employ technology to continue teaching and learning. It was found that many students enjoy the online mode of assessment but still prefer the traditional way of conducting exams in a classroom setting. This also goes to show that the traditional system of conducting examination cannot be substituted by the online system of conducting exams as it has its own limitations. Thus it can be concluded that, even though the world has developed technologically, the stakeholders of education would still continue to opt for traditional ways of

teaching and examining. By employing technology, the pattern of conducting exams may alter but cannot be replaced by the online mode in the years to come. On a futuristic note at a recent address Dr. Raghuram, Director at BITS Pilani recently quoted saying 'Eventually, the

paper-pencil test will become redundant as computer-based assessments are more transparent, hassle-free and scalable' and it is inevitable that we adopt the new methods of teaching-learning as part of our life.

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AN INVESTIGATION INTO THE PRAGMATIC MINDSET AND TEACHING CULTURE OF PROSPECTIVE B.ED. TEACHERS IN THE PERSPECTIVE OF CRITICAL PEDAGOGY

2

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INTRODUCTION

This paper intends to evaluate the pragmatic mindset and teaching culture of prospective B.Ed teachers in the perspective of critical pedagogy. Pragmatism, a practical philosophy is an educational approach that focuses on keeping things practical. Action is real and ideals are tools. Its four principles viz. Unity, Interest, Experience, and Integration are the pillars of any curriculum construction. Pragmatic teachers use active project-based learning strategies and focus on topics relevant to students' lives for spontaneous, purposeful and socialised activities.

Pragmatism is about doing practical things preferably social things that get results. Pragmatism in education involves practical lessons that have value to the lives of learners and lots of information and experiences (Dewey, 1948). A pragmatic classroom involves project-based learning, play-based learning, experimentation, and experiential learning in a social atmosphere through free, purposeful and co-operative

activities organised in the school lead to social discipline (Aggarwal, 2012). Above all, pragmatism inculcates students an attitude of co-operation and consideration.

The pragmatic approach helps the children in realizing the value of day-to-day life by experiencing it. It advises to have a balanced approach towards the past, present and future. This social philosophy gives much more importance to cultural heritage of the state.

NEED AND SIGNIFICANCE OF THE STUDY

In the opinion of education commission (1952-53), "The destiny of India is being shaped in classrooms". It means the teaching community is expected to play a crucial role in making generation as qualitative. It is now well-recognized that the most important single factor for the quality of education and thus for the efficiency and quality of the pupils' learning are the quality of the teachers' training. Hence considerable thought and attention have been given

to teacher education by pragmatic philosophy. It rightly advocates that the present experiences of the child should not be sacrificed for the future which is very uncertain.

In the perspective of critical pedagogy, pragmatic teacher can create a dynamic interrogative situation in the classroom, thus the students can be directed to the learning activity. The students' mental faculty needs to be triggered as thoughts needs to be channelized towards the activity, along with this it highlights that reality is not something that individuals can discover; it is pre-existed prior to their social invention of it. Pragmatism regards the teacher as a helper and a guide and assumes the role of an arranger of experience (Adeleye, 2017). In the present context, it has been observed that moral values are being alienated from the student community. Here, the teacher acts as a guide as well as a helper in developing a sense of self-control and preparing socially efficient individuals. It is the facilitator who provides different kinds of learning experiences and encourages experimentation in the curricula and methods of teaching. By the pragmatic way of teaching, children enable the capacity of deepening of understanding and critical reflection through critical comprehension of reflective exercises (KUCTE, 2015).

STATEMENT OF THE PROBLEM

The area selected for the present study is to collect necessary details regarding the pragmatic mindset and the teaching culture of prospective teachers. So the study is entitled as "AN INVESTIGATION INTO THE PRAGMATIC MINDSET AND TEACHING CULTURE OF PROSPECTIVE B.Ed. TEACHERS IN THE PERSPECTIVE OF CRITICAL PEDAGOGY"

OBJECTIVES OF THE STUDY

- 1) To assess the level of the pragmatic mindset and teaching culture of the prospective B.Ed. teachers in the perspective of critical pedagogy.
- 2) To compare the difference in the pragmatic mindset and teaching culture among prospective B.Ed. teachers in the perspective of critical pedagogy based on gender.

METHODOLOGY

For the present study, the investigators adopted the survey method. The population of the study was 150 prospective B.Ed. teachers in Kerala state. A sample of 50 male prospective teachers and 100 female prospective B.Ed. teachers of Kerala were taken. The Scale of Pragmatic Mind-set and Teaching Culture was used for the present study. The statistical technique of t-test was used for the analysis of the data.

ANALYSIS AND INTERPRETATION OF DATA

For analysing the levels of pragmatic mindset and teaching culture of

prospective of teachers, the pragmatic mindset and teaching culture scale was used. The details are given in Table:

Table 1: Levels of Pragmatic Mindset and Teaching Culture of Prospective Teachers According to Different Levels of Scientific Attitude

Level of Pragmatic Mindset and Learning Culture	Number of Teachers	Percent
High Group (M+SD)	23	15.33
Average Group (between M+SD and M-SD)	85	56.66
Low Group (M-SD)	42	28
Total	150	100

It is evident from the Table 1 that majority of the prospective teachers (56.66%) are found to have average level of pragmatic mindset and learning culture, whereas 15.33% and 28% of prospective teachers possessed high and low level of pragmatic mind-set and teaching culture.

For analysing the comparison of prospective teachers on Pragmatic mindset and teaching culture in the

perspective of critical pedagogy, the prospective teachers were classified as male and female on the basis of gender classification. In order to compare the prospective teachers on Pragmatic mindset and teaching culture based on gender, the critical ratio was computed. The details of analysis are shown in Table 2.

Table 2: Test of Significance of Mean Difference in Pragmatic Awareness and Teaching Culture of Prospective Teachers Based on Their Gender

Gender	Number	Mean	S.D	t-value	Level of Significance
Male	50	17.01	3.56	3.42	0.01
Female	100	19.62	5.74		

From the Table 2, it is clear that 't' value obtained is 3.42 which is significant at 0.01 level of significance implying significant difference between male and female prospective B.Ed teachers in their pragmatic mindset and teaching culture and the difference is more in favour of female teachers (mean = 19.62).

FINDINGS OF THE STUDY

- From the study it is found to be that majority of the prospective B.Ed. teachers (56.66%) have average level of pragmatic mindset and learning culture.

- Comparison of male and female prospective B.Ed. teachers with respect to the pragmatic mindset and teaching culture are found to be that there is significant difference between male and female B.Ed. Teachers.

EDUCATIONAL IMPLICATIONS

The study helped to identify the pragmatic mindset and teaching culture of prospective B.Ed. Teachers. Pragmatic mindset and teaching culture are very essential for prospective B.Ed teachers in the perspective of critical pedagogy, because critical pedagogy can be linked to cultural identity and can inform attempts to create structured learning environments. From the study, it could be understood that majority of the prospective B.Ed. teachers have average

level of pragmatic mindset and learning culture. It is not fair, because a pragmatist thinks all about action and achieving results. The child is capable of seeking out and finding solutions to the problems that help them in their learning issues. In the perspective of critical pedagogy, the teacher has to remain active to lead the child to develop right concepts and relationships. So everybody should try to follow the path of pragmatic mindset and teaching culture. By including pragmatic principles in classroom teachings, it equips them to be professionally competent, adaptable and socially committed, to meet the challenges in a knowledge society. Moreover, the pragmatic teaching principle is a humanistic and social approach in education.

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EFFECTIVENESS OF TEACHING HISTORY BY USING DRAMA-CUM-POWADA SINGING METHOD

3

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INTRODUCTION

According to Graves (1992) “History is the record of what people did or failed to do”. History is not a series of isolated events, it is people living together and trying to solve problems together (Johnson & Ebert, 1991). History involves what people have done and created in the past. It includes politics, religion, leisure and social activities and day-to-day life. As humans, we should recognize History as integral part of our lives. Teaching-learning of History is imperative to our survival as persons with understanding. Knowledge of History has the potential to give people new perspectives on where we have been and where we may be going in the future. From this point of view, learning of History is very important in life. But unfortunately, it is observed that most of the History teachers do not adopt appropriate teaching methods and techniques. Owing to this most of the students describe History as a boring and dull subject. This is because much of the teaching of History has been reduced to a recitation of trivia that has little or no applications to the daily lives of students.

It is important to expose students to many ways in which History can be viewed.

Teaching students to think systematically and critically about the strengths and weaknesses of different views is the ultimate aim providing a well rounded education.

History teachers have challenging experiences due to the abstract nature of subject. The abstractness lies in the fact that events in the past cannot be reproduced and re-examined for authenticity and motives for which action were taken are not open to physical examination and scrutiny. As much Taylor and Young (2003) contend that History is a complex task encompassing the transformation of subject matter into a form that enables learner to gain meaning, while at the same time, retaining the integrity of the subject. It is for this reason Aggrawal notes that teaching of Social Studies and History for that matter requires more ingenuity from teachers as these subjects demand well prepared conscientious teachers of sound knowledge.

Again, History teachers need to possess a sound professional training in theory and art of teaching and assessing the learning outcomes of students (Ghansah, 2009) so as to equip students with the “intellectual toolkit that will allow them to make connections with the past and make informed decisions about their lives in the present and in the future (Taylor & Young, 2003). The studies of Adeyinka (1989), Oppong (2009), Boadu et al. (2014) have shown that most of the History teachers are tied to using traditional mode of delivery, with little or no innovation. Effective teaching of History canoes among other things, bringing the subject to life and making it appealing to the intellectual and emotional faculties of students. It goes over and beyond oral presentation or narration of events or the use of lectures but embraces a complex mix of overarching understanding of content and art of teaching. This understanding is paramount in creating an environment in which students can gain mastery over historical concepts as well as improve their skills of thinking historically. Therefore, the researchers have decided to study the effectiveness of teaching History using powada singing-cum-drama.

The study of Boadu Gideon (2015) investigated the perspectives of History student teachers on effective teaching of History. The findings revealed that at the pre-engagement phase, student teachers perceived effective teaching as comprising the acquisition of content knowledge, previous knowledge of learners, adequate

planning and collaboration with other teachers. At the engagement phase, effective History teachers demonstrate mastery over content, show enthusiasm, relate lessons to students’ prior knowledge, use multiple instructional methods and resources in conveying the content, create the supportive learning environment, and use alternative assessment techniques. Also at the post engagement phase, it was found that effective History teachers are open to students concerns and after class, seek feedback from students and update their knowledge in content and pedagogy. It was thus concluded that History student teachers possess an appropriate level of understanding of what constitutes effective teaching of History.

DRAMA

Drama is the act of using the imagination to become someone or something other than you. Richard Courtney, a professional in the area of drama in education defines drama as, the human process whereby imaginative thought becomes action. Drama is based on internal empathy and identification and leads to external impersonation. Dramatic play is so innate in children; it should be carried on into the elementary classroom. It is something that children are very good at and love to do. Wagner believed that “Children bring with them to the classroom the universal human ability to play, to behave “as if”, many children spontaneously engage as ten months. Renowned Psychologists Sigmund Freud states, “We ought surely

to look in the child for the first traces imaginative activity. The child's best loved and most observing occupation is play. Perhaps we may say that every child at play behaves like an imaginative writer. In that he creates a world of his own or, more truly he rearranges the things of his world and orders it in a new way that pleases him better".

Drama is emerging as a powerful model of learning through which students are encouraged to gain mastery over their own thinking. Drama affords students an opportunity to work together cooperatively on a shared activities. It increases students' awareness of the divergence of views both within classroom and within the wider social context. Drama extends the range and quality of students' language usage. It gives opportunity to students to examine their own problems with new perspectives.

THE POWADA

The powada is a genre of Marathi poetry that emerged during 17th century in India. The powada are a kind of ballad written in an exciting style and narrate historical events in an inspiring way. The composer-cum-singer of powadas is known as Shahir. Powada is a dramatic narration by alternating reciting poetry and prosaic extract. Powada narrate great deeds of heroic men and women in very forceful and inspiring style. Etymologically, Powada = Pra + vad means Pravada. Literally means to say something at the top of your voice, loudly, to stress a point. The first record of the

word Powada appears in Dnyaneshwari, the first treatise in Marathi. In old Marathi, powada means to glorify. The era of Chhatrapati Shivaji Maharaj (1630 -1680) was the golden age of powada. The classic powada emerged in this period. In first powada is "Afazal Khan Vadh" written by Agnidas in 1655. The powada is an effective presentation in dramatic mode of some great heroic figure and sorrows of a childless woman, childbirth, and blind beliefs, there are the different themes of the lavani. Powada unfolds the literature & music engulfed in veer-rasa.

Powada has its own musical characteristics. It resembles the ballad and shares with it certain features like, strong narrative elements, a certain length, a particular tradition of performance and vocal expression. Powada has been its imagery, its social and political content. Powada belongs to the category of outdoor music. It is sung in the open, so the voice must necessarily be projected vigorously. Constricted singing but always with high basic pitch in the rule. The tune ranges mostly in the middle octave and occasionally touches the Taar Shadja. The tune has to be straight and simple.

The powada seeks to hammer a point content-wise, the praise, the glory that sung of an individual or event demands the repetition of a name or theme. As the powada has to reach many and quickly, it tends to prefer a particular mould of melodic structure and it goes on repeating them. Use of short, four beat talas like Dhumali, Kerwa for powada

singing becomes a really significant factor. Continuity and significant pauses are so perfectly and effectively balanced in powada singing.

The tempo used for powada singing is so fast that the intervening duration between two songs is not long. On account of this ever-going-forward tempo and refrain the powada, as a musical form, remains singular free from emotional associations. The raga-rasa relationship is not adhered to in the powada. The tuntune, daph, zanz are tonal instruments in powada singing. The vocal accompaniment is equally purposeful. These accompanists pick up the burden of the song with the main singer. The syllables Ji, Ji are used at convenient and required intervals to show a completion of song-division. These syllables are sung at Taar Shadja by the accompanists. This use of Ji, Ji line gives a respite to the main singer, allows the earlier stanza to sink in and yet don't relax the tension already reached.

Citizens form the nation and so it is very important from a nation's success point of view to induce the veer-rasa in its citizens. A single powada has the power to overshadow ten inspirational speeches. Powada is such a form of a poetry that holds a unique position because it is of a different genre as compared to other veer-rasa compositions. It is sung in such impressive way that it leaves a mark on the minds of the commons.

REVIEW OF RELATED LITERATURE

Fogo (2014) found several practices that could enhance effective History teaching. These included the selection and adaption of historical sources, supporting historical writing, supporting historical reading skills, utilizing historical questions, assessing students thinking about History; facilitating discussion, engaging students in historical research, using historical concepts and making connection to individual cultural experiences.

The research findings of Koutrouba (2012) and Lumpkin and Multon (2013) revealed that multiple methods of teaching are effective for teaching and that effective teachers use multiple effective strategies in teaching History. Hoge (1988) shares a view that teaching about the past is enhanced with careful and meaningful integration of sounds, images, films and field trips to historical sites. Noboa (2013) also confirms that the use of a wide variety of approaches is indispensable to effective teaching of History.

The results of Gaudart (1990), Culham (2003), Ntelioglou (2006), Baraldi (2009), Uddin (2009), Gomez (2010), Taskin (2013), Barreto (2014) and Bashayer Raghiam Albalawi (2014) revealed that teaching English language using drama is more effective in creative thinking, personality development, communication and language skills. There are many researches done in English language teaching by using drama. Raut S. and Bharambe I. (2019)

concluded that teaching of Marathi using drama is more effective than teaching through conventional method for seventh std. students.

OBJECTIVES

1. To compare the effectiveness of teaching History by using drama-cum-powada singing method and conventional method for primary students.
2. To study the effectiveness of teaching History by using drama-cum-powada singing method for primary students.
3. To study the effect of drama-cum-powada singing method in teaching History on students' attendance.

HYPOTHESES

1. There is no significant difference between History pre-test mean scores of groups of students taught through drama-cum-powada singing method and conventional method.
2. There is no significant difference between History post-test mean scores of groups of students taught through drama-cum-powada singing method and conventional method.
3. There is no significant difference between History pre-test and post-test mean scores of group of students taught through drama-cum-powada singing method.
4. There is no significant difference between the attendance of students taught through drama-cum-powada singing method and conventional method.

ASSUMPTIONS

1. History is an abstract subject.
2. Teaching of History is a challenging experience to teachers due to its abstract nature.
3. History is the study of past events. These past cannot be reproduced and re-examined for authenticity and motives.
4. It is necessary to use various teaching ways and strategies in History teaching.

RESEARCH METHODOLOGY

The main objective of the present study was to study the effectiveness of teaching History by drama-cum-powada singing method to primary students. The effectiveness of drama-cum-powada singing method was compared with the effectiveness of conventional method. Therefore, Experimental research method was used.

EXPERIMENTAL DESIGN

For conducting the experiment, “**Pre-test-Post-test Non-equivalent Two Groups Design**” was selected.

VARIABLES

Independent variables: Teaching with drama-cum powada singing and Conventional method of teaching.

Dependent variable: Achievement of students in History

Extraneous variables: age, gender, socio-economic status of the students,

physical facilities in school, school environment, students' previous knowledge etc.

POPULATION AND SAMPLE

The seventh standard students from Z. P. schools and private primary schools situated in Nagpur city was decided as a population for the present study. From this population, 62 students were selected by cluster sampling method. One group was assigned as Experimental Group and another as Controlled Group. The students in Experimental Group were taught through Drama-cum-Powada Singing Method and the students in Control Group were taught through Conventional Method. 7th standard History subject was selected. From the textbook of 7th standard History, three units were selected to teach. These are as follows.

- i) Shivpurvakalin Maharashtra- Sant Namdeo, Sant Dnyaneshwar, Sant Ekanath, Sant Tukram and Samarth Ramdas Swami
- ii) Swarajya Sthapana- Shahajiraje, Jijamata, Swarajya sthatapanechya Halchali, Afazal Khan Vadh, Sidhhi Jouhar Mukabala and
- iii) Mughalanshi Sagharsh- Shayiste Khan Swari, Surat Va Jaysighavar Swari Agra Bhet va Sutaka.

DATA COLLECTION INSTRUMENT

The History Achievement Test on three units in 7th standard textbook of 30 marks.

PROCEDURE OF THE STUDY

While conducting present study, three lessons included in seventh standard History Text-book were selected for teaching. For teaching with drama-cum powada singing method, planning and preparation was done and for teaching by conventional method, lesson plans were prepared. The time for teaching to both the groups were kept same. History Achievement Test was constructed. History Achievement Test was administered to both the groups as Pre-test. Control groups were taught through conventional method and Experimental groups were taught using drama-cum-powada singing method. Then, Post-test was administered to both the groups. Data were collected through per-test & post-test and it was analyzed using appropriate statistical techniques. After analysis and interpretation of data, findings were drawn. Also, the attendance of the students in five weeks was maintained.

ANALYSIS AND INTERPRETATION OF COLLECTED DATA

Table 1: The Mean, Standard Deviation and 't' Value of the Pre- Test & Post-Test History Achievement Scores of Students in Experimental Group & Control Group

Group	Test	No. of Students	Mean	Standard Deviation	't' Value	Significance
Experimental Group	Pre-test	32	10.66	2.95	1.30	Not significant
Control Group	Pre-test	30	9.60	3.45		
Experimental Group	Post-test	32	18.04	5.56	4.76	Significant
Control Group	Post-test	30	10.83	6.31		
Experimental Group	Pre-test	32	10.66	2.95	6.63	Significant
	Post-test	32	18.04	5.56		

**Table 2: Students Attendance:
No. of Students Present in Week & Their Percentages**

Group	No. of students present in a Week					Percentage				
	I	II	III	IV	V	I	II	III	IV	V
Expt. Group	24	27	27	29	29	60%	85%	85%	95%	95%
Cont. Group	23	23	23	23	23	65%	65%	70 %	65%	65%

As compared the pre-test mean scores of experimental & controlled group, from Table 1, it can be seen that the calculated 't' value is 1.30 which is less than the critical 't' value 2.66 at 0.01 level of significance. It shows that the difference between pre-test mean scores of groups of students taught History by using drama-cum-powada singing method and conventional method is not significant. Therefore, the hypothesis, "There is no significant difference between History pre-test mean scores of groups of students taught through drama-cum-powada singing method and conventional method" is accepted. So, it

can be said that initially both the groups are equivalent.

As compared the post-test mean scores of experimental and controlled group, from Table 2, it can be seen that the calculated 't' value is 4.76 which is greater than the critical 't' value 2.66 at 0.01 level of significance. It shows that the difference between post-test mean scores of groups of students taught History by using drama-cum-powada singing method and conventional method is significant. Therefore, the hypothesis, "There is no significant difference between History post-test mean scores of groups of students taught

through drama-cum-powada singing method and conventional method” is rejected. It is observed that History post-test mean scores of groups of students taught through drama-cum-powada singing method is greater than that of conventional method. So, it can be said that in History teaching, drama-cum-powada singing method is more effective than conventional method.

From Table 1, it is seen that calculated ‘t’ value is 6.63 which is greater than the critical ‘t’ value 2.66 at 0.01 level of significance. It means that the difference between pre-test and post-test mean scores of the group of students taught through drama-cum-powada singing method is significant. Therefore, the hypothesis, “There is no significant difference between History pre-test and post-test mean scores of groups of students taught through drama-cum-powada singing method” is rejected. Again it is observed that History post-test mean score is greater than History pre-test mean score. So it can be said that drama-cum-powada singing method is effective for History teaching.

Table 2 shows that when the students were taught History through drama-cum-powada singing method, their attendance was increased day by day.

FINDINGS AND DISCUSSION

1. For History teaching drama-cum-powada singing method is effective.
2. For History teaching drama-cum-powada singing method is more effective than conventional method.

3. In History teaching, drama-cum-powada singing method affects the attendance of the students. When they were taught History through drama-cum-powada singing method, their attendance was increased.

The result of present study is supported by the researches carried out by Gaudart (1990), Culham (2003), Ntelioglou (2006), Baraldi (2009), Uddin (2009), Gomez (2010), Taskin (2013), Barreto (2014) and Bashayer Raghiam Albalawi (2014) whose results revealed that teaching English language using drama is more effective in creative thinking, personality development, communication and language skills. In teaching using drama, students ramp up their imagination in order to move into their respective roles and collectively explore whatever topics, concepts, themes or tension surface as they navigate their way through the conditions and experiences the unfold in a scene. The results of present study revealed that teaching History using drama-cum-powada singing method is more effective than the conventional method. Therefore, teacher should have positive attitude in using drama-cum-powada singing method and other innovative methods in teaching History as well as other subjects.

SIGNIFICANCE OF THE STUDY

The present study draws the attention towards History teaching using drama-cum-powada singing method is effective in increasing History achievement of primary students. The study provides teachers with applicable situations using

drama and powada singing. It also provides results which may be applicable in other subjects like, Language, Mathematics, Basic Sciences, and Social Science. The drama techniques, such as role playing, scripting, dialogue, students' participation, dramatic tension, improvisation, and the strategic use of interaction, movements, singing and gesture will be creatively used in teaching

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A STUDY ON THE GUIDANCE NEEDS OF PUPILS FOR 11TH GRADE INSTITUTIONS FROM BOTH LITERATE AND ILLITERATE PARENTS' BACKGROUND & MANAGEMENT FOR PUPILS OF 8TH GRADE INSTITUTIONS

4

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INTRODUCTION

According to National Vocational Guidance Association, "Guidance is the process of helping a person to develop and accept an integrated and adequate picture of him/herself and his/her role in the world of work, to test this concept against reality and to convert it into

reality with satisfaction to him/herself and benefit to society".

NEED AND IMPORTANCE OF GUIDANCE

A school guidance programme largely consists of six services. Each of these services is distinct due to their specific functions.



Fig 1: Guidance Services

RESEARCH DEFICIENCY

In 2014 Valentina, L., & Singh, R. conducted a study on gender differences in guidance needs of senior secondary school adolescents of Imphal district, in 1984 Stoney, S. Conducted a study on careers guidance in colleges and polytechnics: an overview of current practice and provision Educational research.

In 2015 Sawhney.N & Bansal.S conducted a study on a study of guidance needs in relation to gender of secondary school pupils. In 2017, Rao.B.V conducted a study on guidance needs of high school pupils: An analytical study. In 2019, Parakash.J & Hooda.S.R conducted a study on guidance needs of senior secondary school pupils of Sirsa district of Haryana state. Irrespective of his best effort, the researcher could not find any study in the lines which address the issue of the present undertaken study. So, the question is 'does the Guidance Needs of Pupils for 11th Grade Institutions from both literate and illiterate parents' background and management for pupils of 8th grade institutions proper development regarding guidance needs?' The present study will try to find out the answer to this question and will try to fill the knowledge gap.

RATIONALE OF THE STUDY

Murshidabad being a border area (India-Bangladesh Border), high school students are engaged in smuggling to earn money for their extra income. They are engaged in different illegal activities.

People's occupation of Murshidabad district is mainly based on agriculture. A large mass of youth quit study at early age and go outside the district for earning livelihood by different types of manual labour. Their sole aim is to run the wheel of the family by mere feeding the dependent ones and involvement in various non-educative and aimless activities. In this situation, it is important to examine how much guidance is being received in area, and how much progress the child is making towards his personality and future. So, special attention is needed at the schools pupils.

STATEMENT OF THE PROBLEM

The problem formally stated as: "A Study on the Guidance Needs of Pupils for 11th Grade Institutions from both Literate and Illiterate parents' background & Management for Pupils of 8th Grade Institutions".

Operational Definitions

Guidance Needs

refers to guidance needs of class 11th pupils on the scores obtained on Guidance Need Inventory (2010).

11th Grade

refers to 11th class pupils for Government, Aided Schools and Madrasas.

8TH GRADE

refers to 8th class pupils for Government, Aided Schools and Private Schools.

PARENTS EDUCATION

refers to the pupils coming from both literate and illiterate parents' background.

MANAGEMENT

refers to the institutions organized and coordinated by the controlling authority of the Government, Aided Schools and Private Schools.

OBJECTIVES OF THE STUDY

The following were the objectives of the study,

- To compare the mean scores of (physical, social, psychological, educational and vocational) guidance needs between pupils' parents as literate and illiterate.
- To compare the mean scores of (physical, social, psychological, educational and vocational) guidance needs between Government, Aided Schools and Private Schools pupils.
- To compare the mean scores of guidance needs between Government, Aided Schools and Private Schools pupils.

HYPOTHESIS OF THE STUDY

The following hypothesis were tested:

- OH1:** There is no significant difference in physical guidance needs between pupils' parents as literate and illiterate.
- OH2:** There is no significant difference in social guidance needs between

pupils' parents as literate and illiterate.

- OH3:** There is no significant difference in psychological guidance needs between pupils' parents as literate and illiterate.
- OH4:** There is no significant difference in educational guidance needs between pupils' parents as literate and illiterate.
- OH5:** There is no significant difference in vocational guidance needs between pupils' parents as literate and illiterate.
- OH6:** There is no significant difference in guidance needs between pupils' parents as literate and illiterate.
- OH7:** There is no significant difference in physical guidance needs between Government, Aided Schools and Private Schools pupils.
- OH8:** There is no significant difference in social guidance needs between Government, Aided Schools and Private Schools pupils.
- OH9:** There is no significant difference in psychological guidance needs between Government, Aided Schools and Private Schools pupils.
- OH10:** There is no significant difference in educational guidance needs between Government, Aided Schools and Private Schools pupils.

OH11: There is no significant difference in vocational guidance needs between Government, Aided Schools and Private Schools pupils.

OH12: There is no significant difference in guidance needs between Government, Aided Schools and Private Schools pupils.

DELIMITATIONS OF THE STUDY

The following were the delimitations of the study

- This study is delimited to 11th Grade and 8th Grade Pupils only.
- This study is delimited to parents' education and management.
- This study is delimited to Lalgola Block and Jangipur Municipalities of Murshidabad District only.
- This study is delimited to 400 Samples only.

SAMPLE OF THE STUDY

Table 1: Distribution of Sample

Sl. No.	Name of Schools	Type of School/ Madrasah	Locality of Schools/ Madrasah	No of Respondent Parents Education	
				Pupils (Literate Parents)	Pupils (Illiterate Parents)
1	Jangipur High School, Raghunathganj, Jangipur Municipality	Govt. Aided	Urban School	66	34
2	Jangipur Muniria High Madrasah, Chhotkalia, Jangipur Municipality	Govt. Aided	Urban Madrasah	63	37
3	Dhulauri High School, Jasaitala Gram Panchayat	Govt. Aided	Rural School	71	29
4	Manikchak High Madrasah, Manikchak Gram Panchayat	Govt. Aided	Rural Madrasah	69	31
Total 11 th grade pupils				269	131
				400	

METHODOLOGY OF THE STUDY

Descriptive survey method is used in the study. To achieve various goals we always remain busy in different activities. The process of acquisition of knowledge is very natural and systematic. Analysis of the data has been made by SPSS.

RESEARCH TOOL USED

The investigator has used the Guidance Needs Inventory (GNI) developed by Grewal (2010).

POPULATION

The present investigation is based on the population of pupils (Class XI) of higher secondary schools in the district of Murshidabad of West Bengal. Therefore, all the High schools (Government/ Government-Sponsored/ Government Aided/ Private) and High Madrasahs (Government / Government-Sponsored/ Government Aided/) of Murshidabad districts, West Bengal are carefully chosen in a random way.

Sl. No.	Name of Schools	Type of School/ Madrasah	Locality of Schools/ Madrasah	No of Respondent Parents Education	
				Pupils (Literate Parents)	Pupils (Illiterate Parents)
				5	Manikchak High Madrasah, Manikchak Gram Panchayat
6	Jangipur High School, Raghunathganj, Jangipur Municipality	Govt.Aided	57		
7	Dasarath Saha Memorial Butterfly School (English-Medium) Bhagwangola, Murshidabad	Private	40		
8	Merit Academy (High Schools), Bhagwangola, Murshidabad	Private	40		
Total 8 th grade pupils				186	

DESCRIPTION OF GUIDANCE NEEDS INVENTORY

One of the important objectives of the present investigation is to find out the level of guidance needs among the pupils of 11th grade institutions. For this purpose the researcher used the guidance needs inventory constructed

and standardized by Dr.J.S. Grewal. This inventory consists of as many as 65 items (physical 1-10, social 11-25, psychological 26-38, educational 39-57 and vocational 58-65) and each item has five alternative responses i.e. "HT", "MT", "QT", "LT" and "NT". So the scoring to the response given by the pupils should be like the following ...

Response	HT	MT	QT	LT	NT
Weightage	0	1	2	3	4

High scores are an indication of less need and low scores on the inventory are an indication of more need.

- Descriptive analysis (Mean & S.D).
- Differential analysis ("t" test).

Techniques Used

For the analysis of the data, the following statistical techniques have been used. Mean, S.D. and t-test will be used to calculate and analyses the data.

DATA ANALYSIS AND INTERPRETATION

Table 2: Mean, S.D and 't' Values of Guidance Needs Scores in Various Areas of Pupils of 11th Grade Institutions in Respect to Their Parents as Literate and Illiterate.

Sl. No.	Guidance Needs(Areas)	Variable Name	N	Mean	S.D	df	S.E.D	"t" value	Result
1	Physical needs	Pupils (Literate Parents)	269	27.01	5.17	398	0.53	14.464	Significant at level 0.05
		Pupils (Illiterate Parents)	131	19.21	4.84				
2	Social needs	Pupils (Literate Parents)	269	40.60	8.01	398	0.82	644	Significant at level 0.05
		Pupils (Illiterate Parents)	131	28.45	7.30				
3	Psychological needs	Pupils (Literate Parents)	269	34.41	8.92	398	0.83	13.189	Significant at level 0.05
		Pupils (Illiterate Parents)	131	23.33	5.09				
4	Educational needs	Pupils (Literate Parents)	269	56.32	11.99	398	1.24	17.778	Significant at level 0.05
		Pupils (Illiterate Parents)	131	34.21	10.97				
5	Vocational needs	Pupils (Literate Parents)	269	20.39	5.05	398	0.50	14.275	Significant at level 0.05
		Pupils (Illiterate Parents)	131	13.12	4.13				
6	Total (All Areas)	Pupils (Literate Parents)	269	178.78	26.58	398	2.57	23.589	Significant at level 0.05
		Pupils (Illiterate Parents)	131	118.12	18.05				

*** Significant at 0.05 level of confidence (2-Tailed). ***

PHYSICAL AREA

It shows that there is a significant difference in mean score on the physical guidance needs among 11th grade pupils with respect to their parents as literate and illiterate for the sample of 400. The calculated “t” value is 14.464 which is significant at 0.05 level of confidence. The mean score and SD of Pupils (Literate Parents) were 27.01 and 5.17 respectively the mean score and SD of Pupils (Illiterate Parents) were 19.21 and 4.84 respectively the mean value of physical guidance needs of Pupils (Literate Parents) is more than that of Pupils (Illiterate Parents). Therefore, it is analyzed that the Pupils (Illiterate Parents) category needs more physical guidance than that of the Pupils (Literate Parents). Consequently, the null Hypothesis OH1: “There is no significant difference in physical guidance needs between pupils’ parents as literate and illiterate” is rejected.

SOCIAL AREA

It shows that there is a significant difference in mean score on the social guidance needs among 11th grade pupils with respect to their parents as literate and illiterate for the sample of 400. The calculated “t” value is 14.644 which is significant at 0.05 level of confidence. The mean score and SD of Pupils (Literate Parents) were 40.60 and 8.01 respectively the mean score and SD of Pupils (Illiterate Parents) were 28.45 and 7.30 respectively the mean value of social guidance needs of Pupils (Literate Parents) is more than that of Pupils (Illiterate Parents). Therefore, it is analyzed that the Pupils

(Illiterate Parents) category needs more social guidance than that of the Pupils (Literate Parents). Consequently, the null Hypothesis OH2: “There is no significant difference in social guidance needs between pupils’ parents as literate and illiterate” is rejected.

PSYCHOLOGICAL AREA

It shows that there is a significant difference in mean score on the psychological guidance needs among 11th grade pupils with respect to their parents as literate and illiterate for the sample of 400. The calculated “t” value is 13.189 which is significant at 0.05 level of confidence. The mean score and SD of Pupils (Literate Parents) were 34.41 and 8.92 respectively the mean score and SD of Pupils (Illiterate Parents) were 23.33 and 5.09 respectively the mean value of psychological guidance needs of Pupils (Literate Parents) is more than that of Pupils (Illiterate Parents). Therefore, it is analyzed that the Pupils (Illiterate Parents) category needs more psychological guidance than that of the Pupils (Literate Parents). Consequently, the null Hypothesis OH3: “There is no significant difference in psychological guidance needs between pupils’ parents as literate and illiterate” is rejected.

EDUCATIONAL AREA

It shows that there is a significant difference in mean score on the educational guidance needs among 11th grade pupils with respect to their parents as literate and illiterate for the sample of 400. The calculated “t” value is

17.778 which is significant at 0.05 level of confidence. The mean score and SD of Pupils (Literate Parents) were 56.32 and 11.99 respectively the mean score and SD of Pupils (Illiterate Parents) were 34.21 and 10.97 respectively the mean value of educational guidance needs of Pupils (Literate Parents) is more than that of Pupils (Illiterate Parents). Therefore, it is analyzed that the Pupils (Illiterate Parents) category needs more educational guidance than that of the Pupils (Literate Parents). Consequently, the null Hypothesis OH4: “There is no significant difference in educational guidance needs between pupils’ parents as literate and illiterate” is rejected.

VOCATIONAL AREA

It shows that there is a significant difference in mean score on the vocational guidance needs among 11th grade pupils

with respect to their parents as literate and illiterate for the sample of 400. The calculated “t” value is 14.275 which is significant at 0.05 level of confidence. The mean score and SD of Pupils (Literate Parents) were 20.39 and 5.05 respectively the mean score and SD of Pupils (Illiterate Parents) were 13.12 and 4.13 respectively the mean value of vocational guidance needs of Pupils (Literate Parents) is more than that of Pupils (Illiterate Parents). Therefore, it is analyzed that the Pupils (Illiterate Parents’) category needs more vocational guidance than that of the Pupils (Literate Parents). Consequently, the null Hypothesis OH5: “There is no significant difference in vocational guidance needs between pupils’ parents as literate and illiterate” is rejected.

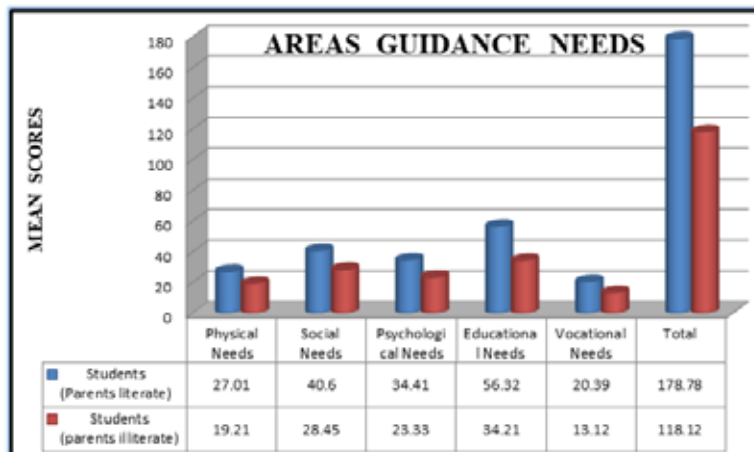


Figure 1: Graphical Representation of the Mean Scores of Guidance Needs in Various Areas of Pupils of the 11th Grade Institutions in Respect to Their Parents as Literate and Illiterate.

Table 3: Means and S.D and ‘t’ values of Guidance Needs Scores in Various Areas of 8th Grade Institutions Pupils with Respect to their Management.

Sl. No.	Guidance Needs(Areas)	Variable Name	N	Mean	S.D	df	S.E.D	“t” value	Result
1	Physical needs	Govt.Aided Schools	106	26.38	5.33	184	0.72	10.199	Significant at level 0.05
		Private Schools	80	33.81	4.30				
2	Social needs	Govt.Aided Schools	106	41.18	7.84	184	1.14	5.617	Significant at level 0.05
		Private Schools	80	47.61	7.55				
3	Psychological needs	Govt.Aided Schools	106	33.04	8.03	184	1.05	9.572	Significant at level 0.05
		Private Schools	80	43.11	5.61				
4	Educational needs	Govt.Aided Schools	106	54.43	13.64	184	1.70	3.411	Significant at level 0.05
		Private Schools	80	60.31	7.90				
5	Vocational needs	Govt.Aided Schools	106	19.34	4.50	184	0.61	8.624	Significant at level 0.05
		Private Schools	80	24.61	3.54				
6	Total (All Areas)	Govt.Aided Schools	106	174.40	26.26	184	3.49	10.035	Significant at level 0.05
		Private Schools	80	209.46	19.47				

*** Significant at 0.05 level of confidence (2-Tailed). ***

PHYSICAL AREA

It shows that there is a significant difference in mean score on the physical guidance needs among 8th grade pupils with respect to their management for the sample of 400. The calculated “t” value is 10.199 which is significant at 0.05 level of confidence. The mean score and SD of Govt.Aided Schools pupils were 26.38 and 5.33 respectively the mean score and

SD of Private Schools pupils were 33.81 and 4.30 respectively the mean value of physical guidance needs of Private Schools pupils is more than that of Govt. Aided Schools pupils. Therefore, it is analyzed that the Govt.Aided Schools pupils’ category needs more physical guidance than that of the Private Schools pupils. Consequently, the null Hypothesis OH7: “There is no significant difference

in physical guidance needs between Govt.Aided Schools and Private Schools pupils” is rejected.

SOCIAL AREA

It shows that there is a significant difference in mean score on the social guidance needs among 8th grade pupils with respect to their management for the sample of 400. The calculated “t” value is 5.617 which is significant at 0.05 level of confidence. The mean score and SD of Govt.Aided Schools pupils were 41.18 and 7.84 respectively the mean score and SD of Private Schools pupils were 47.61 and 7.55 respectively the mean value of social guidance needs of Private Schools pupils is more than that of Govt.Aided Schools pupils. Therefore, it is analyzed that the Govt.Aided Schools pupils’ category needs more social guidance than that of the Private Schools pupils. Consequently, the null Hypothesis OH8: “There is no significant difference in social guidance needs between Govt.Aided Schools and Private Schools pupils” is rejected.

PSYCHOLOGICAL AREA

It shows that there is a significant difference in mean score on the psychological guidance needs among 8th grade pupils with respect to their management for the sample of 400. The calculated “t” value is 9.572 which is significant at 0.05 level of confidence. The mean score and SD of Govt.Aided Schools pupils were 33.04 and 8.03 respectively. The mean score and SD of Private Schools pupils were 43.11 and 5.61 respectively the mean value of psychological guidance

needs of Private Schools pupils is more than that of Govt. Aided Schools pupils. Therefore, it is analyzed that the Govt. Aided Schools pupils’ category needs more psychological guidance than that of the Private Schools pupils. Consequently, the null Hypothesis OH9: “There is no significant difference in psychological guidance needs between Govt.Aided Schools and Private Schools pupils” is rejected.

EDUCATIONAL AREA

It shows that there is a significant difference in mean score on the educational guidance needs among 8th grade pupils with respect to their management for the sample of 400. The calculated “t” value is 3.411 which is significant at 0.05 level of confidence. The mean score and SD of Govt.Aided Schools pupils were 54.43 and 13.64 respectively the mean score and SD of Private Schools pupils were 60.31 and 7.90 respectively the mean value of educational guidance needs of Private Schools pupils is more than that of Govt. Aided Schools pupils. Therefore, it is analyzed that the Govt. Aided Schools pupils’ category needs more educational guidance than that of the Private Schools pupils. Consequently, the null Hypothesis OH10: “There is no significant difference in educational guidance needs between Govt.Aided Schools and Private Schools pupils” is rejected.

VOCATIONAL AREA

It shows that there is a significant difference in mean score on the vocational guidance needs among 8th grade pupils

with respect to their management for the sample of 400. The calculated “t” value is 8.624 which is significant at 0.05 level of confidence. The mean score and SD of Govt.Aided Schools pupils were 19.34 and 4.50 respectively the mean score and SD of Private Schools pupils were 24.61 and 3.54 respectively the mean value of vocational guidance needs of Private Schools pupils is more than that of Govt. Aided Schools pupils. Therefore, it is analyzed that the Govt.Aided Schools pupils’ category needs more vocational guidance than that of the Private Schools pupils. Consequently, the null Hypothesis OH11: “There is no significant difference in vocational guidance needs between Govt.Aided Schools and Private Schools pupils” is rejected.

TOTAL AREAS(PHYSICAL, SOCIAL, PSYCHOLOGICAL, EDUCATIONAL AND VOCATIONAL)

It shows that there is a significant differences in Guidance needs (physical,

social, psychological, educational and vocational) among 8th Grade institutions pupils with respect to their management for the sample of 400 The calculated “t” value is 10.035 which is significant at 0.05 level of confidence. The mean score and SD of Govt.Aided Schools pupils were 174.40 and 26.26 respectively the mean score and SD of Private Schools pupils were 209.46 and 19.47 respectively the mean value of (physical, social, psychological, educational and vocational) guidance needs of Private Schools pupils is more than that of Govt. Aided Schools pupils. Therefore, it is analyzed that the Govt.Aided Schools pupils’ category needs more (physical, social, psychological, educational and vocational) guidance than that of the Private Schools pupils. Consequently, the null Hypothesis OH12: “There is no significant difference in guidance needs between Govt.Aided Schools and Private Schools pupils” is rejected.

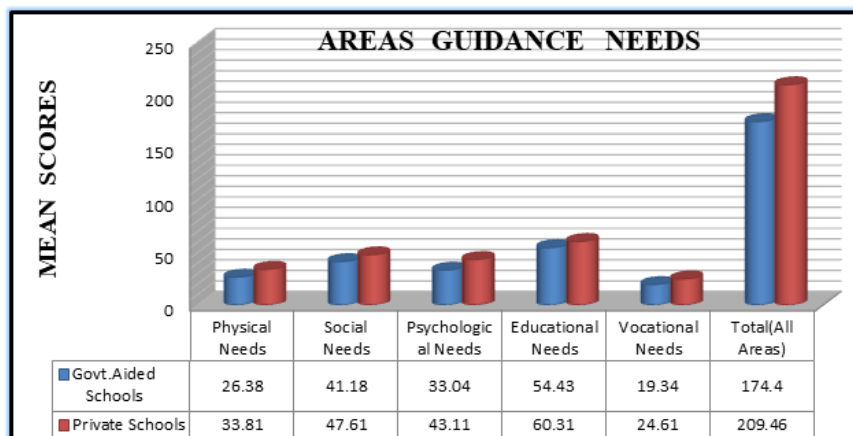


Figure 3: Graphical Representation of the Mean Scores of Guidance Needs in Various Areas of Pupils of the 8th Grade Institutions in Respect to their Management.

SUMMARY OF FINDINGS

The following are the main findings of the present investigation.

- The 11th grade Pupils' Literate Parents and Pupils' Illiterate Parents do differ significantly in their guidance needs mean scores.
- The 8th grade Government, Aided Schools pupils and Private Schools pupils do differ significantly in their guidance needs mean scores.

EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

- This study is useful in addressing pupils' learning concerns.
- This study is useful in identifying pupils' physical, educational, psychological, vocational, social problems and also useful for the teachers easily enabling them to find various ways to solve them.
- This study is useful in examining the pupils' exceptional areas.
- The study identifies guidance needs of Pupils' 11th grade literate and illiterate Parents.
- The study identifies guidance needs of pupils of 8th grade institutions of both Private Schools and Government Aided Schools.
- Government may easily promote facility on different guidance needs.
- Schools may easily promote learning while earning facilities for the pupils.

CONCLUSION

From the above tables of hypothesis treatment, it is concluded that the Pupils' illiterate Parents category needs more physical, social, psychological, educational and vocational guidance than that of the Pupils' literate Parents. The Government Aided Schools pupils' category needs more physical, social, psychological, educational and vocational guidance than that of the Private Schools pupils.

RECOMMENDATIONS & SUGGESTIONS FOR FURTHER STUDY

The following recommendations have been made accordingly based upon the findings of the study

- Similar study should be carried out on a large sample.
- Guidance needs of pupils belonging to Malda, Nadia, Birbhum, and Purulia may be covered.
- Similar study can also be done taking more area (like personal, occupational, emotional, technical, and any other facilities) of guidance needs.
- The present study does not give full view of guidance needs on individual. Hence comprehensive study can be done by using many tools and techniques of guidance in order to get full picture of pupils needs.

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CONFLICT RESOLUTION AND MENTAL HEALTH OF SECONDARY TEACHER TRAINEES

5

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INTRODUCTION

Conflict resolution appears to offer a refreshing new politics. In a world fraught with conflict, competition, and violence, the field orients itself toward cooperation and consensus. Contrary to influential approaches in politics, international studies, and the social sciences more broadly, conflict resolution denies the claim that human social relations are characterized by conflict or competition. Rather, it asserts that people can and do cooperate to address difficulties among themselves. Certainly, cooperation does not characterize all human interaction, but collaboration is more pervasive in human history and cultures than is commonly thought. While conflict resolution does not claim that we can inhabit a world without competition and conflict, it nevertheless works toward a future in which conflicts are managed productively rather than destructively, and through cooperation where possible. Conflict is a normal, and even healthy, part of relationships. After all, two people can't be expected to agree on everything at all times. Since relationship conflicts are inevitable, learning to deal with

them in a healthy way is crucial. When conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning the skills you need for successful conflict resolution, you can keep your personal and professional relationships strong and growing.

NEED AND SIGNIFICANCE OF THE STUDY

Anger is one of the more commonly experienced emotions when parties are in conflict. Anger is not merely irritation or disappointment but a combined feeling of disappointment, anxiety and indignation that signal our body to prepare for a fight. It may take the form of verbal or physical attack, rage or animosity. It can be destructive when we express it in a way that will create harm, hatred or alienation. It is not uncommon to hear stories of people getting killed or hurt after an angry exchange.

Anger may also cause adverse effects on our health. Anger sets off the surge

of stress hormones which can damage arteries and heart muscles that lead to irregular heartbeats. These excess hormones can constrict blood vessels disrupting plaque, jams the artery and triggers heart attack. Anger can also make us sick when it is repressed. Unexpressed anger drives our blood pressure up when our muscles are tightened. Anger turned inward may also cause hypertension or depression.

Anger can also be destructive when we can no longer function normally. Our routine is disrupted, or we become less productive. Our ability to think clearly is compromised. This destroys our ability to positively continue on with our work or studies putting our careers or goals in peril. So the investigator has intended to undertake the present study “A study on conflict resolution skill and mental health of secondary teacher trainees” is necessary.

OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

- To construct a tool to assess the conflict resolution of secondary teacher trainees.
- To find out the level of conflict resolution in secondary teacher trainees.
- To find out the level of mental health in secondary teacher trainees.
- To find out whether there is any significant difference in the conflict resolution and mental health with

respect to gender, management, qualification, and residence of secondary teacher trainees.

- To find out whether there is any significant correlation between the conflict resolution and mental health of secondary teacher trainees.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated based on the objectives of the study.

1. There is no significant difference in the perception about conflict resolution between men and women of secondary teacher trainees.
2. There is no significant difference in the perception about conflict resolution between government and private of secondary teacher trainees.
3. There is no significant difference in the perception about conflict resolution between the UG and PG qualified teacher trainees.
4. There is no significant difference in the perception about conflict resolution between the hosteller and day scholar of secondary teacher trainees.
5. There is no significant difference in the mental health between men and women of secondary teacher trainees.
6. There is no significant difference in the mental health between the government and private of secondary teacher trainees.

7. There is no significant difference in the mental health between the UG and PG of secondary teacher trainees.
8. There is no significant difference in the mental health between the hosteller and day scholar of secondary teacher trainees.
9. There is no significant relationship between the perception about conflict resolution and the mental health of the secondary teacher trainees.

VARIABLES IN THE STUDY

The criterion variables of the study are conflict resolution and mental health. These variables are studied with respect to gender, management, qualification, and residence of secondary teacher trainees.

THE RESEARCH PARADIGM

The research paradigm of the study is shown in Table 1

Table 1: The Research Paradigm

S.No	Variable	Sample	Tools	Statistics
1	Conflict resolution	100	Scale of perception about conflict resolution	Mean, S.D, 't', r.
2	Mental health	100	Scale of Mental health	Mean, S.D, 't', r.

Distribution of over all Mean, S.D, resolution of Secondary Teacher Trainees 't', value for the perception about conflict is shown in Table 2.

METHODOLOGY

METHOD

The present study is based on normative survey method.

SAMPLE

A sample of 100 secondary teacher trainees was selected from secondary teacher education institutions. They were selected using cluster sampling technique.

TOOLS

The following tool was used in the study,

1. Scale of perception about conflict resolution developed and validated by the investigator.
2. Scale of Mental health developed and validated by S.Sathiyakirirajan, and L.Saraswathi.

Table 2: Showing The Secondary Teacher Trainee's Perception about Conflict Resolution Level in Terms of Mean, S.D, 't' Value.

S.No	Perception about conflict resolution	Category	N	M	SD	't' value
1	Gender	Men	122	65.689	9.362	2.246*
		Women	268	67.799	8.231	
2	Management	Government	185	65.784	8.264	2.969**
		Private	205	68.361	8.818	
3	Qualifications	UG	242	66.124	8.766	2.994**
		PG	148	68.797	8.204	
4	Residence	Hosteller	158	68.677	8.568	2.929**
		Day scholar	232	66.090	8.557	

* Significant at 0.05 level. ** Significant at 0.01 level. NS-Not significant at 0.05 level.

Distribution of over all Mean, S.D, 't', Value for the Mental Health of Secondary Teacher Trainees is shown in Table 3.

Table 3: Showing The Secondary Teacher Trainee's Mental Health Level in Terms of Mean, S.D, 't', Value.

S.No	Mental Health	Category	N	M	SD	't' value
1	Gender	Men	122	287.836	30.856	3.955**
		Women	268	301.623	32.389	
2	Management	Government	185	302.838	33.446	7.111**
		Private	205	280.351	28.993	
3	Qualifications	UG	242	293.091	34.579	3.286**
		PG	148	305.487	38.590	
4	Residence	Hosteller	158	281.854	31.136	4.627**
		Day scholar	232	297.259	33.027	

* Significant at 0.05 level. ** Significant at 0.01 level. NS-Not significant at 0.05 level.

Table 4: Showing Relationships Between Perception about Conflict Resolution and Mental Health of Secondary Teacher Trainees.

Variables	N	'r' value	'p' value
Perception about conflict resolution	390	0.121*	0.017
Mental health	390		

*Significant at 0.05 level.

TESTING THE HYPOTHESES

HYPOTHESIS-1

There is no significant difference in the perception about conflict resolution between the men and women of secondary teacher trainees.

The hypothesis was tested using 't' test. The 't' value is found to be significant ($t = 2.246$ vide Table 2) at 0.05 level. So the hypothesis is rejected. It is concluded that the women teacher trainees have higher level of perception about conflict resolution than the men teacher trainees.

HYPOTHESIS-2

There is no significant difference in the perception about conflict resolution between the government and private of secondary teacher trainees.

The hypothesis was tested using 't' test. The 't' value is found to be significant ($t = 2.969$ vide Table 2) at 0.05 level. So the hypothesis is rejected. It is concluded that the private teacher trainees have higher level of perception about conflict resolution than the government teacher trainees.

HYPOTHESIS-3

There is no significant difference in the perception about conflict resolution between the UG and PG qualified teacher trainees.

The hypothesis was tested using 't' test. The 't' value is found to be significant ($t = 2.994$ vide Table 2) at 0.05 level. So the hypothesis is rejected. It is concluded that the PG teacher trainees have higher level

of perception about conflict resolution than the UG teacher trainees.

HYPOTHESIS-4

There is no significant difference in the perception about conflict resolution between the hosteller and day scholar of secondary teacher trainees.

The hypothesis was tested using 't' test. The 't' value is found to be significant ($t = 2.929$ vide Table 2) at 0.05 level. So the hypothesis is rejected. It is concluded that the hosteller teacher trainees have higher level of perception about conflict resolution than the day scholar teacher trainees.

HYPOTHESIS-5

There is no significant difference in the mental health between the men and women of secondary teacher trainees.

The hypothesis was tested using 't' test. The 't' value is found to be significant ($t = 3.658$ vide Table 3) at 0.05 level. So the hypothesis is rejected. It is concluded that the women teacher trainees have higher level of mental health than the men teacher trainees.

HYPOTHESIS-6

There is no significant difference in the mental health between the government and private of secondary teacher trainees.

The hypothesis was tested using 't' test. The 't' value is found to be significant ($t = 7.111$ vide Table 3) at 0.05 level. So the hypothesis is rejected. It is concluded that the government teacher trainees

have higher level of mental health than the Private teacher trainees.

HYPOTHESIS-7

There is no significant difference in the mental health between the UG and PG of secondary teacher trainees.

The hypothesis was tested using 't' test. The 't' value is found to be significant ($t = 3.286$ vide Table 3) at 0.05 level. So the hypothesis is rejected. It is concluded that the PG teacher trainees have higher level of mental health than the UG teacher trainees.

HYPOTHESIS-8

There is no significant difference in the mental health between the hosteller and day scholar of secondary teacher trainees.

The hypothesis was tested using 't' test. The 't' value is found to be significant ($t = 4.627$ vide Table 3) at 0.05 level. So the hypothesis is rejected. It is concluded that the day scholar teacher trainees have higher level of mental health than the hosteller teacher trainees.

HYPOTHESIS-9

There is no significant relationship between the perception about conflict resolution and the mental health of the secondary teacher trainees.

The hypothesis was tested using Correlation technique. The 'r' value is found to be significant ($r = 0.121$ vide Table 4) at 0.01 level. So the hypothesis is rejected. It is concluded that the

perception about conflict resolution and mental health are positively related.

FINDINGS OF THE STUDY

The following are main findings of the study.

1. There is a significant difference in the perception about conflict resolution between men and women of secondary teacher trainees. The women teacher trainees have higher level of perception about conflict resolution than the men teacher trainees.

2. There is a significant difference in the perception about conflict resolution between the government and private of secondary teacher trainees. The private teacher trainees have higher level of perception about conflict resolution than the government teacher trainees.

3. There is a significant difference in the perception about conflict resolution between the UG and PG qualified teacher trainees. The PG teacher trainees have higher level of perception about conflict resolution than the UG teacher trainees.

4. There is a significant difference in the perception about conflict resolution between the hosteller and day scholar of secondary teacher trainees. The hosteller teacher trainees have higher level of perception about conflict resolution than the day scholar teacher trainees.

5. There is a significant difference in the mental health between the men and women of secondary teacher trainees. The women teacher trainees have higher

level of mental health than the men teacher trainees.

6. There is a significant difference in the mental health between the government and private of secondary teacher trainees. The government teacher trainees have higher level of mental health than the Private teacher trainees.

7. There is a significant difference in the mental health between the UG and PG of secondary teacher trainees. The PG teacher trainees have higher level of mental health than the UG teacher trainees

8. There is a significant difference in the mental health between the hosteller and day scholar of secondary teacher trainees. The day scholar teacher trainees have higher level of mental health than the hosteller teacher trainees.

9. There is a significant relationship between the perception about conflict resolution and the mental health of the secondary teacher trainees. The perception about conflict resolution and mental health are positively related.

DISCUSSION WITH THE RESULTS OF OTHER RELATED STUDIES

The result of the present study “A study on Conflict Resolution and Mental health of secondary trainees” is discussed below with the results of other related studies. The study reveals that there is a significant correlation between the perception about conflict resolution and mental health of secondary teacher trainees. It is in concurrence with the

results of Annamaria Di Fabio and Blustein L (2010) who reported that there is a relationship between emotional intelligence and decisional conflict styles.

The study reveals that there is no significant correlation between the perception about conflict resolution of secondary teacher trainees and the gender. It is not in concurrence with the result of Yeliz kiralp, Sibel Dincyurek, and Muge Beidoglu (2009) who reported that the compromising is the most frequently used strategy for university students with friends, close friends and the result of UNESCO (2001) who reported that the list of potential partners who can collaborate in the delivery of prevention/remedial action related to gender, peace and development.

The study reveals that the perception about conflict resolution and mental health of women teacher trainees are at a higher level than the men teacher trainees. It is in concurrence with the results of Jennifer L, Holt and Cynthia James DeVore (2005) who reported that the females are more likely to endorse the use of compromising than males, regardless of culture and the results of Krishna.K.C (2005) who reported that the women in the area seem more empowered. This is clearly visible by their participation in meetings. It is also not concurrence with the results of Jennifer L, Holt and Cynthia James DeVore (2005) who reported that the males are more likely to report using forcing than females in individualistic.

CONCLUSION AND EDUCATIONAL IMPLICATIONS OF THE STUDY

There is a significant difference in the research variables conflict resolution and mental health of secondary teacher trainees with respect to gender, management, qualification, and residence. The perception about conflict resolution and mental health of women teacher trainees are at a higher level than the men teacher trainees. The perception about conflict resolution of private teacher trainees is at a higher level than the government institute teacher trainees. And the mental health of government teacher trainees is at a higher level than the private institute teacher trainees.

EDUCATIONAL IMPLICATIONS OF THE STUDY

- The study reveals that there is a significant relationship between the conflict resolution and mental health of teacher trainees.
- We can improve the perception about conflict resolution of the teacher trainees by enhancing the mental health.
- The learners with appreciable perception about conflict resolution will adjust with the environment.
- The learners with good mental health will form a harmonious team in the educational institutions.
- The learners with good mental health and perception about conflict resolution will perform better in their scholastic achievement.

- The habit of good mental health and conflict resolution will help the students to improve their overall personality.
- The habit of good mental health will develop tolerance among the learners.
- Good mental health and conflict resolution will promote the national integration.

RECOMMENDATIONS OF THE STUDY

Recommendation to the Teachers

- Encourage the students to solve the class room and school related problems.
- Encourage the students to participate in the co-curricular activities. So that they can acquire good mental health and conflict resolution skill.

Recommendations to the Parents

- Train the students to solve the day-to-day life activities.
- Develop awareness about the benefits of joint family.

SCOPE FOR FURTHER STUDY

1. A study on perception about conflict resolution and mental health of women teacher trainees may be conducted.
2. A study on perception about conflict resolution and mental health of engineering and medical students may be conducted.

3. A study on perception about conflict resolution and mental health of university students may be conducted.
4. A study on self help group and their perception about conflict resolution of secondary teacher trainees may be conducted.
5. Interactions between the dimensions of perception about conflict resolution and their impact on achievement of secondary teacher trainees may be chosen.

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STRATEGIES OF TRAINING THE B.ED STUDENT TRAINEES TO ENGAGE ACTION RESEARCH IN CLASS ROOM TEACHING AND LEARNING

6

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INTRODUCTION

People in this country have been slow to recognize education as a profession for which intensive preparation is necessary.

This concern is expressed in University Grants Commission (1948-49). Report is alive in its relevance even today.

The status of the teacher reflects socio-cultural ethos of the society; it is said that “no people can rise above the level of its teachers”. Such exhortations are indeed an expression of the important role played by teachers as transmitters, inspirers and promoters of man’s eternal quest for knowledge. A new approach to curricular areas of teacher education has been highlighted in the National Curriculum Framework for Teacher education 2009 (NCETF-2009).

The school internship is visualized by situating the practice of teaching in broader context of vision and the role of teacher in sustained engagement with learners and schools. Teachers need to be creators of knowledge and thinking professionals. They need to be empowered to recognize and value what

children learn from their home, social and cultural environment and to create opportunities for children to discover, learn and development.

WHAT IS ACTION RESEARCH?

Action research sometimes leads to an understanding as case study or a simple survey of something, improvement procedure in teaching and learning. But action research is related to the reflective practices of a teacher as a researcher. Action research involves taking self-reflective, critical and systematic approach to exploring one’s own teaching contexts. It is like a problem solving approach systematical solving the problem of teaching skills of the teacher and hence improves the learning abilities of the learner. Action Research involves questioning ourselves about our style of teaching and approaches. Thinking critically the areas of teaching where there is chance so improvement through developing new ideas and alternatives.

In action research, teacher becomes an ‘investigator’ (or) explorer of his (or) her personal teaching content, while at the same time being one of the consumers

(or) participants in it. Action research is meant for all teachers including the beginners, experienced and expert teachers.

The central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and even better, improvements in practice. Action research can throw light on our teaching practices and improve an unsatisfactory situation. It shows how a teacher can identify and improve a classroom dilemma. So, action research is a reflective research cycle of planning, acting, observing and implementing/ exploring the best practices.

SIGNIFICANCE OF THE STUDY

Many a times the teacher educators are in search of suitable training techniques to train the action research among the student trainees. As the action research is the reflective research, the students should acquaint both the theoretical as well as practical knowledge of it. Critical understanding of it is significant, else it will be a mental burden which leads to frustration in accomplishing it. Action Research practicum is a compulsory part of their B.Ed., curriculum and any misunderstanding of it may lead to negative feeling in their in-service period. So the suitable strategies to train the

trainees in action research are explored by applying the different strategies.

OBJECTIVES OF THE STUDY

- To explore the suitable strategies of training the student teacher to conduct action research in classroom teaching learning.
- To study the practices among the student teachers to acquire the skill to conduct action research in teaching.
- To compare the different strategies suitable at different levels of training action research skills among teacher trainees.

METHODOLOGY

The investigator analyzed primary sources of data to find out strategies for training the students to conduct action research in classroom teaching and training. Survey method was used to collect the data from 50 student teachers of Karnataka state. The investigator prepared an opinionnaire for the purpose. It consist of 15 strategies of training the action research among the student teachers which are rated using 3 point scale, namely great extent, to some extent and not at all. Percentage analysis was done to analyze the responses of the student teachers of B.Ed., colleges.

DATA COLLECTION

Table 1: Responses of the Teacher Educators Acceptance of Training Strategies of Action Research in Student Trainees.

S. No	Strategies	Greater extent (%)	Some extent (%)	Normal extent (%)
1	Lecture Method	40	60	0
2	Project Method	60	25	15
3	Peer Discussion	70	15	15
4	Expert Interaction	90	10	0
5	Journal/Book Review	20	10	70
6	Previous Action Research Reports Study	40	35	25
7	E-source Browsing	70	20	10
8	Demonstration of Action Research	80	20	0
9	Proceduralizing Strategy	25	50	25
10	Paired Learner and Co-operative Learning	85	15	0
11	Convergence Mastery Strategy	55	40	05
12	Modeling and Experimentation	80	20	0
13	Compare and Contrast	80	15	05
14	Task Rotation /Assignment Method	75	10	15
15	Notes Reading	25	50	25

DATA ANALYSIS

From the Table 1, it is revealed that the Lecture method is accepted to some extent by 60% and greater extent by 40%. So this method is good to teach the theory of action research. Peer discussion, expert interaction, demonstration method, compare and contrast, paired learning and cooperative learning are almost accepted to greater extent. Other strategies are accepted to some extent.

FINDINGS AND CONCLUSION

- One strategy of teaching is not sufficient to teach and train the B.Ed., trainees action research in their classrooms.

- Lecture method is a best method to teach the basic elements of action research.
- Peer discussion, expert interaction and demonstration are effective strategies to teach and train the student teachers to conduct action research in their classrooms.
- Notes reading and Journal/books review are the least effective methods.

PLAN OF ACTION

- The teacher educators are responsible to train the student teachers to conduct action research in their classroom teaching and learning. The student teachers apply the knowledge in internship as well as in their real classes after completion of B.Ed., course.

TIME LINE

The time line of the present format of Action Research is as follows.

S. No	Activities	Time /Period
1	Pre-test	(Day 1) 1 ½ hours
2	Lecture method	(Day 2) 2 hours
3	Remaining strategies one after the other in sequence	2 months
4	Post-test(oral)	1 hour
5	Post test(writing)	1 hour
6	Concluding the Activities with the format of writing the report of Action Research	1 day

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