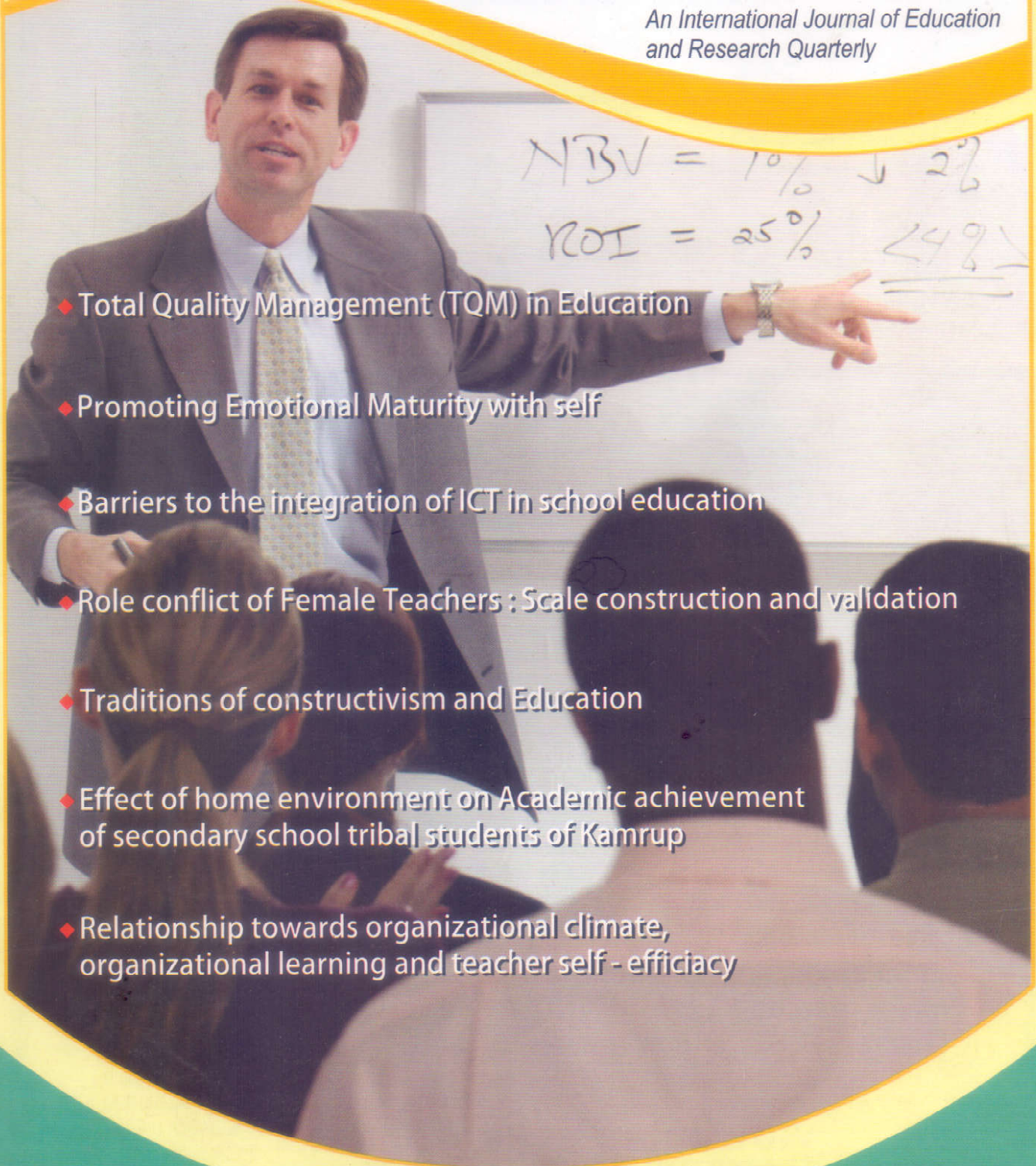




DIMENSIONS OF EDUCATION

*An International Journal of Education
and Research Quarterly*



- ◆ Total Quality Management (TQM) in Education
- ◆ Promoting Emotional Maturity with self
- ◆ Barriers to the integration of ICT in school education
- ◆ Role conflict of Female Teachers : Scale construction and validation
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LANGUAGE CHALLENGES OF THE MILLENNIUM

In the last four decades, India achieved rapid industrialization in several sectors and states. This has resulted in the relocation of people in the social hierarchy and mobility in some manner. This has also led to planned and unplanned growth of major Indian languages with the help of Constitutional, institutional, and individual support. Some languages achieved better status because of the support they received from the Union and the State governments. However, the last decade of the century is the decade of globalization and Information Technology. These two developments have jointly begun to make a great impact on the education scenario of the new millennium. Globalization and information technology have created a greater demand for English education, and education through English. The state governments are vying with each other, taking steps to cope up with the demands for English education and education through English. This is a new development. Hitherto the governments always were forced to take steps to curtail English education and education through English. Now some states have decided to introduce English from the first standard, and some others from the third standard as a subject of study. In India, English was never replaced, in spite of all the efforts, by any other Indian language, as a medium instruction of Science and Technology. Karnataka, at this juncture, is facing two challenges, one from the point of view of the preservation and development of Kannada language and culture as the Official Language of the State, and another from the point of view of coping up with the challenges thrown in by the market forces.

Gradually, the number of students opting for Kannada medium is fast decreasing. The social and educational system, as already illustrated through various statistics, has covertly designated English medium for the elite and the regional language medium for others. The changing equations in the society are clear for everyone to see. English education bestows an advantage on those who adopt it. Naturally, the poor people also desire to somehow improve their lot by opting for the English medium education for their children. (Their preference for the English medium does not really solve their problems. They continue to be disadvantaged because, more often than not, their children happen to be first generation school-goers, with no help from the family members to improve their study skills.) When the elite social groups do not care for their language and culture, why should others bother about the mother tongue, and education through that language? The fear is that if the present trend continues, the market forces will convert the regional and other Indian languages only as subjects of study and eliminate them as medium of instruction. This is an unfortunate and retrograde step for any society. Since independence, Indian languages have come a long way in their development through organized activities. One of the ways these can retain their status they gained in the first forty years of Indian independence is through absorbing technology and regaining the confidence of their speakers by obtaining market value for them.

- Dr. N. B. Kongawad
Editor

TOTAL QUALITY MANAGEMENT (TQM) IN EDUCATION

 **Dr. Usha Rao**, Former Principal of GES's College of Education, Parel, Mumbai - 400 012. (Maharashtra)

INTRODUCTION

The concept of Total Quality Management, in fact, was developed by an American, named W. Edward Deming. This happened in the period after world War II with the intention of improving the production quality of goods and services. However, this was not taken up that seriously by the Americans, until the Japanese adopted it in 1950 to resurgent their postwar business and industry and by 1980, it was used to dominate World Market. But by this time, most of the United States Manufacturers finally accepted it for the modern global economic markets.

But, before going for further discussion, it is essential to know the meaning of the term quality.

QUALITY

Quality is defined as the totality of features and characteristics of a product that bear on its ability to satisfy stated needs. It is a complex entity. This definition is applied in the field of education too. However, though one can recognize quality, he or she cannot define it in the fullest sense of the term. This is because quality lies in the perception of the consumer. What is excellent for one person may be worst for another. In the context of education, there is considerable discussion on the notion of quality of education. Quality is an idea and it is not on each one's lips. Yet, Many find it difficult to define and often difficult to measure. One person's idea of quality often conflicts with another, and, no two experts can come to the similar conclusions while discussing what make, an excellent institute or school or job. Hence, describing and explaining the term 'quality' is the most difficult task.

Quality, in fact, is at the top of most agenda and improving quality is probably the most important task facing any institution. However, despite its importance, many people find quality an enigmatic concept. It is really therefore, perplexing to define and often very difficult to measure. One person's idea of quality often conflicts with another and as we all are aware, no two experts can ever come to same conclusion when discussing what makes an excellent school, college or university.

We all do know about quality when we experience it, but describing and explaining it is a more difficult task. In our everyday life, we usually take quality for granted,

especially when it is regularly provided. Yet we all are aware too when it is lacking ! We often only recognize the importance of quality when we experience the frustration and time wasting associated with its absence of one thing we can be certain. Quality is what makes the difference between things being excellent. Increasingly, quality makes the difference between success and failure.

Quality is the driving force of all human endeavour. It is the inspiration to the higher realms of life. It is the source of craving behind the unfolding human civilization. The concept of quality is based on two dimensions - satisfaction and improvement. Accordingly, quality of education has been seen with reference to excellence in education, value addition in education, fitness of educational outcome, and all the stake holders as a whole. Quality is at the top of most agendas. Hence, seeking the source of quality is an important quest.

Quality is no passing fad. It requires continuous attention to ensure continuous improvement. Each one on the pay roll has to be involved in the quality game plan and quality shows immediate positive results! One major aspect of education is quality. It includes each and every factor such as institution, its infrastructure, teaching staff, principal, non-teaching staff, student, etc. In fact, students want quality in teaching, learning, evaluation process as well as in their over all development. There are some of the more influential quality awards and standards that have been introduced in recent years to promote quality and excellent in a wide range of industries and services, and this new consciousness of quality has now reached the field of education. Educational institutions are being required to develop their own approaches to quality and need to demonstrate publicly that they too can deliver a consistent quality service.

Before going in for further discussion, it is necessary to know the characteristic of quality.

CHARACTERISTICS OF QUALITY

1. Quality is a perception and as such, it resides in the minds of the people. Hence, it has no independent existence outside the people's minds.
2. Quality is a relative concept.
3. Quality is a complex, multidimensional entity.

4. Quality is the goal of an eternal through the corridors of human history.
5. Purpose of quality is to achieve the stated aims and objective.
6. Quality is a degree to which a set of inherent characteristics fulfils the requirements.
7. Quality cannot be measured by quantitative terms.
8. One knows quality only when one experiences it.
9. Quality makes out the difference between success and failure.
10. Quality is an expression of educational services and product useful in meeting needs and expectations.
11. Quality is one of the value based definitions whose value is assigned to any educational service.
12. Quality is value for money and its utility is to individuals and society.

SOURCES OF QUALITY IN EDUCATION

In the previous discussion it has been observed that to get the exact definition of quality is difficult, because quality lies on the perception of the customer. One can definitely recognize quality, but cannot define it. Because of this fact, many organization found that the definitions given previously were rather too narrow. Consequently, a new definition of quality was used, and it was in terms of "customer focus." Here it was defined as the totality of features and characteristics of a product service that bear on its ability to satisfy stated and implied needs. It is a complex and multidimensional entity, (Bureau of Indian standards, 1988).

This definition can be applied to the field of education. Quality of education is not only student oriented, society is equally concerned as it pays for the operation of education system. Quality and excellence originate within the institutions, coming from students, faculty, administrations and service personnel. It is also demanded by alumni, interest group, community, the media and government bodies. In the context of education, due to the intangible nature of its processes, there is a considerable discussion on the notion of quality of education. Fincher (1994), describes how quality perspectives have evolved in education over the years by going through shift from experience to technique, style and finally to process. The best organizations, whether public or private, understand quality and know its secret seeking the source of quality as an important quest. Education is also recognizing the need to pursue it, and to deliver it to students. There are plenty of candidates for the source of quality in education. Amongst those sources of quality in education are as shown below, and thus quality has now thus has come to note of -

- i. Outstanding teachers.
- ii. High moral values.
- iii. Excellent - examination results.
- iv. Support of parents, business, local community.
- v. Plentiful resources.
- vi. Application of latest technology.
- vii. Strong and purposeful leadership.
- viii. Share and concern for pupils.
- ix. Well- balanced and challenging curriculum ?

CONCEPT OF QUALITY MANAGEMENT

All education consists about learning, and therefore, it needs to address the quality of the learners experience. Unless It does that, it will not make a substantial contribution to quality in education. In a period, when, more institutions are being asked to do with less (time), it is important that they focus on their prime activity is learning. Learners learn best in a style suited to their needs and inclinations. An educational institution that takes the total quality route must take seriously the issue of learning needs. Hence, educational institutions have an obligation to make their learners aware of various teaching methods available to them. They have to give the learners many opportunities, as it is concerned management has been defined as "the aspect of overall function that determines and implements the quality policy". (Bureau of Indian standards 1988) Lucius Annaeus Seneca, a Roman Philosopher points out that "It is quality of work rather than quantity that matters." It is the most essential aspect of every educational institution. It helps institutions to bring about positive changes in any educational institutions. In fact, quality acts as an important criteria for judging every educational institutions.

Very many root causes have been identified which are responsible for quality system failure in education. These include the following.

- i. Poor inputs,
- ii. Poor delivery services,
- iii. Lack of attention given to performance standard.
- iv. Unmotivated teaches, and
- v. Neglect of student skill.

For quality improvement of the educational system as a whole, firm steps have to be adopted. For this purpose all the principles of quality management should be earmarked. Good team work is required. Defining quality in education is a massive challenge as it deals with the most sensitive creation on earth the human beings! Education changes as well as charges the human potentialities to evolve, to unfold and to develop till its last breath. Education, thus, is always goal-oriented and

accordingly, quality of education has obviously been viewed with reference to value addition in education as well as excellence in education. Hence, it may be said then that the quality in education includes the following.

- i. Value addition in education.
- ii. Fitness of educational outcome and experience.
- iii. Specification and requirements,
- iv. Avoidance of errors and defects in education process.
- v. Expectation of students, parents and society.

Total Quality Management is both philosophy and a methodology. It can assist institutions to manage change and set their own agenda to deal with the plethora of new external pressures. Hence, considerable changes have been made for TQM. However, it does not and will not bearing result overnight, rather, it is an important set of tools that can be employed in the management of the educational institutions.

PRE - REQUISITES FOR TQM

In order to successfully implement the process of TQM in any educational institutions, there are certain pre-requisites which need to be kept in mind.

They are as follows:-

1. Participation By One And All
- ↓
2. Continuous And Combined Efforts
- ↓
3. Acceptance To Change
- ↓
4. Emphasis On Quality And
Not On quantity
- ↓
5. Role Of Management

1. In order to successfully implement TQM, all working in the institution eg. Principal, Supervisor, Teaching and Non Teaching Staff, all need to participate as this necessitates for change to take place.

2. Quality management is a process that does not depend any one specific individual. It is the responsibility of the entire institution.

3. As is the quality that matters and not the quantity. Hence emphasis must be laid on quality eg. If a plan is devised to overcome the problem of school drop outs, then immediate action needs to be taken rather than finding the faults.

4. While implementing new programmes, these becomes a need to provide moral, emotional, financial and academic support to each one.

TQM IN EDUCATION

As it has been already discussed that quality in education is the right of every student, their parents, the society and all the stakeholders as a whole, and TQM became a relatively modern popular methodology for quality management. Among the different formulated frameworks for quality improvements in the field of education, the terms TQM is considered to capture the essence of quality for improvements. Total Quality Management in general, comprises many management and business philosophies and its hows gets shifted, based on the scenario where is applied. Total Quality Management in education surfaced in 1988 at Mr. Edgecombe High School in Sikka, Alaska, where David Langford, the School's technology teacher cum coordinator, for the first time applied the concept of Total Quality Management has become very popular in the field of education, as evidenced by the plethora of journal articles and books and has also already spread into mainstream of education. Crawford and Shutler (1999) suggested a practical strategy for managing TQM principles in education. Their strategy mainly focused on the quality of teaching system used rather than on students examination results.

For Total Quality Management many educationists support internal assessment.

It is difficult task as it requires active involvement of students, faculty, management and their constant interaction. All the programmes are to be dispassionately reviewed and all new developments are to be carefully noted. In case of internal assessment, continuous quality enhancement becomes a part of institutional culture, and total quality improvement requires continuous assessment of teaching.

NEED OF TQM FOR EDUCATION

Total Quality Management for education is needed-

1. To set objectives of institution for all round development of students.
2. To improve the institutional work continuously.
3. To give focus on learning process.
4. To bring about improvement on the teaching process.
5. To provide for creative experiences.
6. To identify the needs of the students.
7. To create awareness among parents.
8. To make stress free environment for better learning of students.
9. To make strong bond between teacher and pupils.

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PROMOTING EMOTIONAL MATURITY WITH SELF

✍ Dr. Roopashree B.J. Principal, S.V.S College of Education, Tumkur.

ABSTRACT

Emotional maturity is a quality worth working towards if you aren't already there. What "getting there" means can be different for everyone, since we can't just change our personalities overnight. Plus, it's a tough trait to upkeep, especially since it isn't just one singular trait, but a collection of characteristics that all support and inform each other. And even if you reach a satisfying level of emotional maturity, one that you can feel comfortable in, it still takes a continuous effort to maintain.

It isn't usually on our list of 'must haves' and 'can't stands' but emotional maturity is a vital ingredient in developing happy, lasting relationships. Many people say they feel younger on the inside than they are on the outside and being in touch with your childlike nature and having a youthful, optimistic outlook are all good qualities. Emotional maturity isn't about losing any of them but more about having developed the skills to cope with the ups and downs of life while still having lots of fun. So what are the traits that make up emotional maturity, and how can you work towards them for the betterment of yourself? We'll find out in this article.

Key words : emotional, maturity, traits etc.

INTRODUCTION

Our education aims at all round development of the personality of the child. Education is meant for developing three domains i.e. cognitive, affective and psychomotor. Our education mainly stresses to develop cognitive aspect which deals with knowledge and to some extent develop psychomotor aspect which deals with motor skills. The affective aspect which deals with emotions, feelings and sentiments of the child is totally neglected by our Education. For developing the child emotionally and socially mature, only formal education is not enough but informal education which the child gets from his family and society is also needed.

WHAT IS EMOTIONAL MATURITY ?

When we call someone "mature," we're saying that they have the qualities of an adult. In a way, this has become a word that means the opposite of "childish." To be mature is to have knowledge and experience about the way the world works, and to have adapted accordingly. Mature people don't cry when they don't get something they want, or hit someone they disagree with, as an immature child might.

Emotions are "voices of our soul", parts of us that are closest to our inner core, to our primordial, spontaneous and intuitive being. Whenever there is a conflict between rational thinking and emotions - if the emotions are healthy - my experience leads me to believe that emotions will usually contain information that is more relevant. Emotion is the energy which makes the mind work. It supplies the energy for survival. Emotions are physical and mental

feelings and are necessary for life and stimulate one to behave in a certain way. There is a difference, between emotional maturity and immaturity. The difference lies in careful thought, putting it to use constructively.

Emotional Maturity is a state of balanced feelings and self-control. Person

is said to be emotionally mature who has in his possession almost all kinds of emotions (positive as well as negative) and is able to express them justly, skillfully and timely in different situations of life.

As per the author of emotional maturity scale, Singh and Bhargava (1999), 'Emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continually involved in a struggle to gain healthy integration of feeling, thinking and action'.

Emotional Maturity is not only the effective determinant of personality Pattern but also helps to control the growth of individual development. The concept mature emotional behaviour at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity.

Jersild (1963) says, 'Emotional maturity means the degree to which person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage, such as must be assumed by persons afraid to admit that they are afraid'.

According to Crow and Crow (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour.

Singh (1999) says, 'Emotional maturity is not only the effect determinant of personality patterns but it also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, which is able to rock delay and to suffer without self-pity, might still be emotionally stunted and childish'.

So, emotional maturity implies proper emotional control, which means neither repression nor violent expression. An emotionally mature person has in his possession almost all types of emotional positive or negative and is able to express them at appropriate time in appropriate degree.

CHARACTERISTICS OF EMOTIONAL MATURITY

1. The Ability to give and Receive Love : Emotional maturity fosters a sense of security which permits vulnerability. A mature person can show his vulnerability by expressing love and accepting expressions of love from those who love him. An immature person is unduly concerned with signs of "weakness" and has difficulty showing and accepting love. The egocentricity of immaturity will allow the acceptance of love, but fails to recognize the needs of others to receive love. They'll take it, but they won't give it.

2. The Ability to Face Reality and Deal with it : The immature avoid facing reality. Overdue bills, interpersonal problems, indeed any difficulties which demand character and integrity are avoided and even denied by the immature. Mature people eagerly face reality knowing the quickest way to solve a problem is to deal with it promptly. A person's level of maturity can be directly related to the degree to which they face their problems, or avoid their problems. Mature people confront their problems, immature people avoid their problems.

3. Just as Interested in Giving as Receiving : A mature person's sense of personal security permits him to consider the needs of others and give from his personal resources, whether money, time, or effort, to enhance the quality of life of those he loves. They are also able to allow others to give to them. Balance and maturity go hand in hand. Immaturity is indicated by being willing to give, but unwilling to receive; or willing to receive, but unwilling to give.

4. The Capacity to Relate Positively to Life Experiences : A mature person views life experiences as learning experiences and when they are positive he enjoys and revels in life. When they are negative he accepts personal responsibility and is confident he can learn from them to improve his life. When things do not go well he looks for an opportunity to succeed. The immature person curses the rain while a mature person sells umbrellas.

5. The Ability to Learn from Experience : The ability to face reality and to relate positively to life experiences derive from the ability to learn from experience. Immature people do not learn from experience, whether the experience is positive or negative. They act as if there is no relationship between how they act and the consequences that occur to them. They view good or bad experiences as being caused by luck, or fate. They do not accept personal responsibility.

6. The Ability to Accept Frustration : When things don't go as anticipated the immature person stamps his feet, holds his breath, and bemoans his fate. The mature person considers using another approach or going another direction and moves on with his life.

7. The Ability to Handle Hostility Constructively : When frustrated, the immature person looks for someone to blame. The mature person looks for a solution. Immature people attack people; mature people attack problems. The mature person uses his anger as an energy source and, when frustrated, redoubles his efforts to find solutions to his problems.

8. Relative Freedom from Tension Symptoms : Immature people feel unloved, avoid reality, are pessimistic about life, get angry easily, attack the people closest to them when frustrated - no wonder they are constantly anxious. The mature person's mature approach to life imbues him with a relaxed confidence in his ability to get what he wants from life.

In the opinion of Murray (2004), an emotional mature person has the following characteristics:

1. The ability to give and receive alone.
2. The ability to face reality and deal with it.
3. Just as interested in giving as receiving.
4. The capacity to relate positively to life experiences.
5. The ability to learn more experience.
6. The ability to accept frustration.
7. The ability to handle hostility constructively.
8. Relative freedom from tension symptoms

In brief, a person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control at the appropriate time. An emotionally mature person may possess the following characteristics:

1. Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized.
2. Manifestation of emotion is very refined; usually he expresses his emotions in a socially desirable way.
3. He is able to exercise control over his emotions. Sudden inappropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check emotional tide.
4. The person no more hangs in mere idealism but he actually perceives things in his real perspective. He is not a daydreamer and he does not possess the desire to run away from realities.
5. The intellectual powers like thinking, reasoning etc. are properly exercised by him in making any decision. He is more guided by his intellect than his emotions.
6. He does not possess the habit of rationalization i.e. he never transfers responsibility of his own mistake to others.
7. He is always honest in his behavior.
8. He possesses an adequate self-control and self-respect. He never thinks to do the things to show such behaviour that can injure his self-respect or self-concepts.
9. He is not confined to himself. He thinks for others and is keen to maintain social relationships. He never engages himself in such a behaviour, which is anti-social and can result in social conflicts and blocks social relationships.
10. He has guts to exercise his emotions at a proper time and at a proper place. If an innocent person is attacked, he can rise to the occasion by exercising his emotions of anger. But if he is at fault, he is able to check his emotions of anger when rebuked.

To sum up, an emotionally mature person is friendly towards others and is less involved in the hostilities and the outbursts of anger and rage, typical of childhood. He is more inspired by pleasure satisfaction and contentment than ridden with worriers, anxieties and frustrations. An emotionally mature person may not have resolved all situations and factors leading to hostilities, anxieties and frustrations. He is however, perpetually seeing himself in clearer perspective. Consequently, he is continuously involved in a struggle to lead a matured, balanced and healthy emotional life.

I define emotional maturity as the ability to make good, positive, healthy choices during the challenges of life. The following chart illustrates some of the differences in the mindset of someone who is acting emotionally immature vs. mature.

Emotional Immaturity	Emotional Maturity
Reactive (Life happens to me)	Proactive (I make choices)
Act out emotions	Act on emotions
Governed by habit	Governed by vision/purpose
Come from fear/scarcity	Come from love/abundance
"Have to" motivation	"Choose to" motivation
Getting (self-centered)	Giving (other-centered)
Seek security and self-protection	Step outside comfort zone
Avoid failure, rejection, discomfort	Seek growth
Separation/alienation from others	Unity/goodwill with others
Live in the past/future	Live in the present

LEVELS OF EMOTIONAL MATURITY

Generally there are six levels of Emotional Maturity.

- **Basic Emotional Responsibility** : When a person reaches level one of emotional maturity, they realize that they can no longer view their emotional states as the responsibility of external forces such as people, places, things, forces, fate, and spirits. They learn to drop expressions from their speech that show disownership of feelings and a helpless or victim attitude towards their feelings.
- **Emotional Honesty** : Emotional honesty concerns the willingness of the person to know their own feelings. This is a necessary step to self-understanding and acceptance. They are related solely to the person's conscious and unconscious fears of dealing directly with the critical voices they hear inside.
- **Emotional Openness** : This level concerns the person's willingness and skills in sharing their feelings in an appropriate manner and at appropriate times. Persons at this level experience and learn the value of ventilating feelings, and also the dangers involved in hiding feelings from self and others. At this level, one has the openness, the freedom to experience any emotion without the need, the compulsion to suppress or repress it.
- **Emotional Assertiveness** : The person at this level of work enters a new era of positive self-expression. The primary goal here is to be able to ask for and to receive the nurturing that one needs and wants- first from self and then from others. As a secondary goal, persons should learn how to express any feeling appropriately in any situation, i.e., without aggressive overtones. This person makes time for their feelings- they prize and respect them. Such understand the connection between suppressed feelings, stress, and illness.

- **Emotional Understanding** : Persons on this level understand the actual cause and effect process of emotional responsibility and irresponsibility. Self-concepts are known as "the" problem. They realize that it is not possible to have a so-called good self-concept without a complimentary bad self-concept. Such experience firsthand, that because of the nature of knowledge and the formation of self-concepts, that all self-concepts contain their opposites.
- **Emotional Detachment** : At this level the person lives without the burden and snare of self-concepts, self-images, self-constructs, and all group-concepts and thing-concepts. They are only aware of self as process, as a sensing being, as an experiencing being, as a living vessel, as unknowable and untrappable because it is alive and not static or fixed. True detachment from all self-concepts has occurred. Thus true detachment from others has also occurred, which means that absolute emotional responsibility has been achieved.

HOW TO INCREASE EMOTIONAL MATURITY

It is possible to become more emotionally mature. Here are some activities that can help :

- **Responsibility** : The willingness to take full responsibility for one's own thoughts, feelings, needs, wants, decisions and destiny, without blaming others or the circumstances.

A responsible individual works at seeing his own part in any problem that pops up in his family, workplace or community.

- **Emotional Regulation** : The ability to suspend or reduce automatic emotional reactivity. This does not entail - as many believe - a suppression or denial of emotions. The aim is to feel and express emotions thoughtfully vs. automatically.

There's no formula for calming oneself down. But there are numerous strategies to experiment with. Reliable reports have been published on the benefits of meditation, prayer, neuro-feedback, exercise and confiding in a trusted friend or family member.

- **Flexibility** : A mindset of openness to new experience and new information. This includes the capacity to change one's course of action based on shifting circumstances or realities.

A flexible leader is not headstrong, or blinded by his own convictions. Beliefs can be strong while remaining provisional. In an emotionally mature person or group, ambiguity is viewed not as a threat but as an invitation to investigate.

- **Expand social circle** : Take an honest look at who you spend time with. Are they personally and

professionally successful? Or are they excuse makers who blame others? Seek out people who can bring out the best in you rather than the worst.

- **Play fair** : Cooperate with others rather than trying to win all the time. You can practice this with friends by not always having to have your way with where to eat or what movie to see, with your partner the next time you have a disagreement, or at work by asking for others opinions and seeking mutually beneficial solutions to problems.
- **Be honest** : None of this will work if you are not willing to take a good look at yourself from the outside. Consider how others see you and face reality. It isn't going to go away so you might as well face it and deal with it constructively. Being honest with yourself will only increase your self-esteem because deep down, you know if you are avoiding reality and it keeps you feeling like a fraud. If you start facing it, it can only get better.
- **Finding something bigger and better to focus on** : Whether it is something spiritual or a more concrete contribution like helping to clean up a local park or river, getting out and realizing how much beauty there is in the world and being a part of it can help you be a more optimistic person. Being an optimist means looking for and often finding the good in yourself and others. It's there if you are willing and know where to look.

CONCLUSION

Emotional maturity means, in essence, controlling your emotions rather than allowing your emotions to control you. That does not mean we should hide or repress our emotions, though we can use muscle relaxation, yoga, guided imagery and other relaxation tools to reduce their intensity. An emotionally mature person will have many of the following traits:

- Knowing what one wants and making it happen
- Thinking before acting and having control over one's behavior
- Patience, self-reliance and the ability to take responsibility for one's life and actions
- The ability to connect with others in a cooperative and positive way
- Genuinely caring about others and demonstrating that ability
- Honesty and living by one's principles
- Having moderation and balance in all things
- Having the ability to follow through, even when it is difficult

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BARRIERS TO THE INTEGRATION OF ICT IN SCHOOL EDUCATION

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ABSTRACT

Use of Information and Communication Technologies (ICT) in the teaching learning process makes learning more effective and qualitative. The suitable way to take advantage of ICT is its integration into the teaching learning process. Although ICT-based equipment and methods create important opportunities for the development of teaching and learning, the literature shows that the ICT integration into teachers' classroom practices at school level is not at the desired state. Research studies in education show that ICT integration into the teaching learning process encountering with some barriers. The purpose of this paper is to focus attention on these barriers in integrating of ICT in science education from the global context and some of the strategies that have been developed to overcome these barriers during the integration of ICT.

Keywords : Barriers, Information Communication Technology, Teachers, Primary Schools.

INTRODUCTION

Information and Communication Technology (ICT) has been developing rapidly in recent years and opened new horizons in the field of education. There have been many significant developments in ICT-based teaching techniques and materials. Governments have been spending a significant amount of resources on ICT equipment for schools. However, studies show that in both developed and developing countries, serious difficulties are being experienced during the integration of ICT-based techniques and approaches in education.

The barriers to the integration of ICT into teaching and learning environments have been discussed in many studies. Ertmer (2001) divides the barriers into two main categories: first-order and second-order barriers. First-order barriers refer to those obstacles concerning essentially different types of resources (e.g., equipment, time, training, support), which are extrinsic to teachers. Lack of adequate resources is a constraining barrier to any integration effort. If teachers do not have sufficient equipment, time, training, or support, it will be very difficult to achieve a meaningful integration. The second-order barriers relate to teachers' underlying beliefs about teaching and learning, teacher-student roles, curricular emphases, assessment practices, etc. "Learning to use new technology tools and taking major steps to change one's classroom practices will be a challenge for most teachers. Yet if teachers are prepared to confront both first- and second-order barriers, success will be more likely"

The common barriers we can easily observe include lacuna in teacher ICT skills; teacher confidence; pedagogical training of teacher ; suitable educational

software; limited access to ICT; rigid structure of traditional education systems; restrictive curriculum, etc. The article attempts in knowing the extent to which these barriers affect individuals and institutions may help in taking a decision on how to tackle them. Further the authors have tried to analyze obstacles against the use of ICT-based teaching method, equipment and materials in teachers' classroom practices. Although a number of studies conducted in this regard explore this issue and the difficulties being experienced for improving the ICT integration.

More over Global investment in ICT to improve teaching and learning in schools have been initiated by many governments including India. Despite all these investments ICT adoption and integration in teaching and learning have been limited. This article reviews personal, institutional and technological factors that encourage teachers' use of computer technology in teaching and learning processes. Also teacher-level, school-level and system-level factors that prevent teachers from ICT use and its integration are reviewed.

IMPLEMENTATION STRUCTURE, SUPPORT AND BARRIERS

Although Benchmarks for Scientific Literacy (AAAS, 1993), the National Science Education Standards (NCR, 1996), Project 2061: Science for All Americans (Rutherford & Ahlgren, 1989), the National Educational Technology Standards (NETS) (ISTE, 2000), the International Society of technology in Education (ISTE, 2008) and British Educational Communications and Technology Agency (BECTA) (2010) recommended the use of technology as part of a science curriculum, the literature indicates that science teachers are not using technology for learning and

teaching science. The Teaching, Learning and Computing Survey (1998), the 1999 National Survey of Teachers' Use of Digital Content, and the 2000 National Survey of Science and Mathematics Education examined the computer use and access in the secondary science classrooms. Research suggests that inadequate access to computers is not a limiting factor for integration of computers in teaching. Although a majority of science teachers have an access to technology in their classroom, they are not using technology as recommended by state and national standards (Becker, 1999; Chen, 2008; Cuban, 2001; Dickson & Irvin, 2002; German & Barrow, 1996; Lehman, 1994; Niederhauser & Lindstrom, 2006; OTA, 1995).

Research supports the idea that teachers play a critical role in the classroom (Bybee, 1993; Evertson, 1986; Rosenshine, 1979; Schrage, 1995; Shapiro, 1995), and their beliefs affect practice in the classroom (Bybee, 1993; Clark & Peterson, 1985; Ertmer, 1999; Pajares, 1992). Teacher beliefs specifically affect their use of technology in their teaching (Ertmer, 1999; Marcinkiewicz & Grabowski, 1992). While some of the teachers use technology in an exemplary way, some other teachers do not use them. The characteristics of exemplary technology-using teachers have already examined to understand how those teachers differ from other teachers by many researchers (Becker, 1994; Berg, Benz, Lasley, & Raisch, 1997; Ertmer, Gopalakrishnan & Ross, 2001; Hadley & Sheingold, 1993; Zhao et al., 2001).

According to Hadley and Sheingold, teachers who have a reputation of being expert computer users employ a wide variety of computer software, including simulations, programming languages, spreadsheet and database programs, electronic bulletin board communications software, and word processors to directly address curricular goals (Hadley & Sheingold, 1993). Research supports the idea that teachers play a critical role in the classroom (Bybee, 1993; Evertson, 1986; Rosenshine, 1979; Schrage, 1995; Shapiro, 1995), and their beliefs affect practice in the classroom (Bybee, 1993; Clark & Peterson, 1985; Ertmer, 1999; Pajares, 1992). Teacher beliefs specifically affect their use of technology in their teaching (Ertmer, 1999; Marcinkiewicz & Grabowski, 1992). While some of the teachers use technology in an exemplary way, some other teachers does not using them. The characteristics of exemplary technology-using teachers have already examined to understand how those teachers differ from other teachers by many researchers (Becker, 1994; Berg, Benz, Lasley, & Raisch, 1997; Ertmer, Gopalakrishnan & Ross, 2001; Hadley & Sheingold, 1993; Zhao et al., 2001). According to Hadley and Sheingold, teachers who have a reputation of being expert computer users employ a wide variety of computer software, including simulations, programming languages, spreadsheet and database programs, electronic bulletin board communications

software, and word processors to directly address curricular goals (Hadley & Sheingold, 1993).

Barriers of ICT integration : The barriers of ICT integration can be presented as under :

• BARRIERS WITH RESPECT TO QUANTITATIVE FACETS

Barriers we do observe while integrating ICTs in education

- Lack of in-service training of teachers
- Lack of appropriate software/materials
- Lack of basic knowledge/skills for ICTs among teachers
- Lack of hardware
- Lack of basic knowledge/skills for ICT integration
- Lack of technical support
- Lack of appropriate course content and instructional programs
- Paucity of time
- Lack of appropriate administrative support

• BARRIERS WITH RESPECT TO QUALITATIVE FACETS

In addition to the above mentioned barriers, the qualitative facets also revealed the followings as barriers:

- Crowded classrooms
- Inadequate number of ICT-related courses
- Lack of computers and other presentation equipment in classrooms
- Lack of computer laboratories for use in free time
- Lack of technology plans
- Lack of motivation of the teacher educators concerning the use of ICTs in their classes
- Lack of motivation of the prospective teachers concerning the use of ICTs in their courses and their future classes
- Lack of good role models for prospective teachers
- Lack of successful institutional models.

BARRIERS REDUCING STRATEGIES

1. Adequate basic ICT skills training is required for all teachers and pre-service teachers to ensure that they are comfortable with ICT technology. This training needs to be reinforced on a sufficiently regular basis to maintain pace with technology changes (e.g. every year).
2. ICT-enabled pedagogy training is required for all teachers and pre-service teachers so they can embed ICT within their teaching strategies in an effective manner. This training needs to be reinforced on a regular basis to keep pedagogy up to date with current technologies.
3. Teachers must have access to timely and effective ICT support within the school environment to ensure

that technology operates reliably and as required. Outsourcing should only be used for long-term support, e.g. long-term supply and replacement of hardware and software, and technology training.

4. Teachers need to champion ICT and integrate it seamlessly into their pedagogy and to use ICT as much as they expect of their students. If teachers value the use of ICT for learning, then students will also see the value of ICT in learning.
5. A new technology must not be introduced into a learning environment until a suitable pedagogy exists to use that technology. Otherwise, the technology may conflict with the current pedagogy or simply be a distraction to learning.
6. Digital technology must be managed in the learning environment so that students stay "on task" and are not distracted by the technology itself. Upcoming policies such as "Bring Your Own Device" need to be carefully formulated to ensure the students' own devices do not distract them from learning.
7. Students need to be taught even more critical analysis skills that they are currently being taught so that they can evaluate and discriminate the high quality content available on the Internet (and elsewhere) from the low-grade content. This is just as important as providing them with effective on-line searching skills.
8. As with teachers, students need to see the value of using technology to improve their learning outcomes. ICT must empower students through control of the technology, and through this control they will be motivated towards better learning outcomes.

9. Possible enablers with respect to Quantitative facets

The possible quantitative enablers for the integration of ICT in education are as follows

- Having technology plans
- Offering in-service training
- Allocating more budget
- Allocating specific units and personnel for peer support
- Supporting teacher educators (i.e., incentive payment)
- Decreasing the course load of the teacher educators
- Designing appropriate course content and instructional programs

10. Possible enablers with respect to Qualitative facets

The possible qualitative enablers for the integration of ICT in education are as follows

- Having at least one computer in every classroom
- Having at least one free laboratory in every school

- Supporting courses with an appropriate web page
- Offering more ICT-related courses
- Enhancing the motivation of the teacher educators and prospective teachers in regard to using ICTs in their classes
- Designing ICT-related courses based on applicable activities
- Being role models, as teacher educators, for prospective teachers by demonstrating how to use ICTs effectively in teaching.

CONCLUSION

While ICT is generally considered to be beneficial for student learning outcomes in the 21st Century is not a panacea. In any education setting the success of ICT integration most of the time depends on the mind set and attitude of the implementers, Any failures in this area act as a major barrier in successful implementation of any strategy, same is the case with ICT integration too. These failures arise from a misunderstanding of the nature of ICT and of its application.

Digital technology is, by its very nature, exceedingly complex. Just as complex is the 21st Century learning environment which includes amongst other things the physical space, teacher skills', teaching pedagogies, student learning styles and expectations, student-teacher relationships and the wider school and administrative setting. Deploying ICT into this learning environment will undoubtedly alter it, but it is naive to believe that this will always be successful. We must be cognizant that ICT has the potential to improve outcomes, but it is not a magic stick which will bring everything at the finger tips. The human cognizance is major predictor of its success.

To prevent future ICT failures and to give ICT every chance to be successful in secondary schools, educational practitioners need to be aware of the ICT barriers and adopt suitable strategies and enablers to reduce them. With this knowledge, we can expect to achieve our educational goals in a manner that resonates with our digital native students.

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- From Continued on Page No. 7

10. To remove barriers between teachers and principal.
11. To give training to teachers for upgradation of their work.
12. To give chance for self improvement of teachers.
13. To develop capacity for enhancing social, moral and cultural values in students.
14. To cultivate humanistic approach in teachers.
15. To make commitment for giving quality education to students.

In a nutshell, it may be said, then, that quality has an important matter in the field of education. Total Quality Management has definitely a direct influence on the human improvement. It can also be led to high commitment and spirit in work environment. According to the research studies, majority of secondary school teaches with above average level of TQM is more than that of teachers with below average level of TQM.

It is better for all the teachers of the institutions to be exposed to more quality in education which in turn, would influence the perception of teaching. Hence, teachers should be encouraged towards positive aspect of

- From Continued on Page No. 11

Emotional maturity is a significant predictor of the level of success that an individual achieves in their lifetime.

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TQM and to take a active participation to render quality education.

CONCLUDING REMARKS

Total quality management is very much useful in the field of education to maintain good quality. Hence, for quality improvement, the educational institutions should take the help of quality management system. Thought internal assessment is important technique of quality management. The external review is no less important, as both are essential facts of total quality management. For fulfilling all the need and objectives of education, TQM is the best solution. Improvement is achieved through the TQM.

TQM in education focuses on the outcome of learning process which depends upon teaching, learning and evaluation. What is needed is the judicious presence of the teachers. A teacher need not be just a fried and a philosopher but he /she has to be a good guide too !



ROLE CONFLICT OF FEMALE TEACHERS : SCALE CONSTRUCTION AND VALIDATION

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ABSTRACT

Abstract: *This current research paper explains the procedure of developing and validating a scale construct to the measure Role conflict among Female teachers. The scale has been constructed by using likert's method of summation to obtain of five points. The scale includes twelve dimensions. Namely, Individual versus Family, Family versus Individual, Individual versus School, School versus Individual, Individual versus Society, Society versus Individual, Family versus School, School versus Family, Family versus Society, Society versus Family, School versus Society, Society versus School Role conflict. The pilot study had 55 items related to all the twelve dimensions mentioned above. The scale had good validity and reliability.*

Keywords: *Role conflict, Female Teachers.*

INTRODUCTION

In India, the numbers of working women's are increasing dramatically, especially women teachers. Role conflict is one of the problems among working women's. Conflict occurs when she unable to cope up with multiple roles successfully. The multiple roles of women may be affect the job said and family. In the modern days teacher work is multifaceted as they undertake not only teaching but also matters associated with parents, students, school committee, curriculum and departmental works. So this scale helps to study role conflicting situations.

ROLE CONFLICT

The concept of role conflict was introduced by Kahan et.al (1964). The term role conflict has been conceived differently by different social-scientists. Kahn, Rosenthal, Snoek, Wolfe, Quinn, (1964) "Role conflict is defined as the simultaneous occurrence of two or more role pressures so that the compliance with one makes it more difficult to comply with the other". According to Kopelman, et al (1983), "Role conflict was defined as the extent to which a person experienced pressures within one role that were incompatible with pressures within another role". Role conflict could arise from several different sources. For example, it was possible that requirements for different roles might compete for a person's limited time resources or it occur due to various strains associated with multiple roles. Onyemah (2008) stated as "Role conflict is a feeling of being torn in multiple directions, unable to find a way to make every role partner satisfied".

Bhogle (1971) attempted to measure role conflict in teachers and to find the relationship of role conflict with some personal characteristics in teachers and head maters, the findings of the study have indicated that the Head Masters with higher qualifications have role conflict. Head Masters with higher salary has low role conflict. Older teachers are inclined to have higher role conflict. Pattnaik (1980) has reported that teacher's role conflict was influenced by their gender and length of service. Latha Kumari (1991) the finding was that the married teachers had significantly more role conflict than unmarried teachers in their personal-interpersonal and domestic dimensions. yasmin M. And Fayaz Ahamab (2011) shown that work family involvement and work expectations are positively correlated with work-family conflict, work life is most positively correlated with work family conflict. Furthermore Family Expectation, Family conflict, work conflict, life satisfaction are negatively correlated with work family conflict. S.G. Jadhav. (2013) revelled there was Negative and significant correlation between occupational self-efficacy and Role conflict of teachers. However, the literature on teacher's role conflict is neither sufficient nor satisfactory. One important reason for this scale is to develop the scale, measure of female teacher's role conflict and bridge the gap between research dimensions.

PILOT STUDY

After the construction of role conflict scale a pilot test was conducted on random sample of 100 female Teachers in Primary Schools of Shimoga district, Karnataka state, India. The test was conducted with a view to find out the

reliability and validity of the tool and to eliminate the ambiguity so that female teachers do not have any difficulty in responding to the items of the Role conflict among primary Schools teachers scale. The Samples were selected based on the characteristics needed for the study, namely, age, teaching experience, unmarried and married teachers with Childs, and working in Rural, Urban, and Government & Unaided schools. The researcher visited the identified primary schools, introduced herself and explained the objectives of the study and questionnaires were given to the respondents through researcher. The completion of the questionnaire took around 26 days. The Questionnaires are prepared in Kannada and English languages, these languages are easy to understand for teachers.

The Scoring was done on the five point scale as suggested by Edwards. Total score for each item was calculated. In the beginning only 64 items were collected from different sources. But after test- only 54 items were selected in order to investigate Role conflict among Teachers. There was no time limit for the questionnaire.

SCORING PROCEDURE

The scale was constructed by the use of likert's methods of summation to get a five point to judgement on

each statement. Against each statement five responses were given those are, Always, Often, Some time, Rarely, Never. Weights of 5, 4, 3, 2, and 1 were given for statements in the order of Role conflict. Thus if one chooses 'Always' response for a statement, she gets a score of '5', If one chooses 'Often' she gets a score of '4'. If one chooses 'Some time' she gets a score of '3'. If one chooses 'Rarely' does she get '2'. If one chooses 'Never' response for a statement, she gets a score of '1'.

ITEM ANALYSIS

Cronbach alpha procedure a formula developed by Cronbarach (1951), based on two or more parts of the test, this was used to assess the degree of internal consistency among all sets of items, and then the task value was calculated. Items with 'r' values less than 0.30 were rejected, According to (De Vaus 2004), anything less than 0.30. Is a weak correlation for item analysis purposes. There were total 64 items in the initial stage, 55 statements having the 'r' value greater than 0.30 were chosen, in order to form the final scale. The higher score in this scale higher Role conflict among Female teachers.

The following table-1 shows the accepted and not accepted items by the Cronbach's Alpha Reliability Test.

Table : 1
Role Conflict among Female Teachers: Item Wise Analysis

Sl. No.	Items	Corrected item total correlation	Accepted/ Not Accepted
1.	Owens to me management of my family, my personal work is getting affected	.345	Accepted
2.	I feel my absence at home creates problems for my child	.246	Not Accepted
3.	I am feeling disappointed by the treatment by my colleagues/ head of the school	.413	Accepted
4.	The ideological difference between my colleagues and I causes in the way of our adjustment in work please	.283	Not Accepted
5.	The difference between social values and my individual values is making it difficult to play my role.	.590	Accepted
6.	As I have a modern perspective I am unable to play the traditional social role	.355	Accepted
7.	As I have a career, I don't get enough time to spend with the members of my family.	.223	Not Accepted
8.	My family is traditional practices are posing obstacles to my profession life.	.437	Accepted
9.	I am not able to do my house works due to my friends.	.306	Accepted
10.	The financial responsibilities towards my family stop me from helping my neighbours.	.242	Not Accepted
11.	I am not able to maintain the sanctity of exams due to the interference of people.	.472	Accepted
12.	I am not able to do social service due to the school works	.321	Accepted
13.	I am unable to manage my physical and mental health properly due to the pressure of school work.	.415	Accepted

14.	I am not able to concentrate my own children's studies because I need to prepare for next day's classes and for my own studies.	.314	Accepted
15.	I have to carry-out instruction and demands by many people in limited time.	.449	Accepted
16.	Due to the school extra-curricular activities and administration work I am unable to concentrate on my teaching.	.316	Accepted
17.	I am unable to take up my responsibilities by changing my behaviour according to me expectations of the people.	.512	Accepted
18.	I am unable to manage my social responsibilities as I give priority to my personal life.	.423	Accepted
19.	I am unable to give time to my family members when they are suffering from health problems due to school work.	.289	Not Accepted
20.	I am unable to improve my teaching skills due to family work.	.488	Accepted
21.	I have to cancel my family trips due to my friends, relatives and neighbours.	.338	Accepted
22.	Due to family responsibilities I am unable to mingle with other people	.370	Accepted
23.	Due to the community activities I am unable to concentrate on my school work	.486	Accepted
24.	I am unable to participate in pro-people social movements due to the school work.	.344	Accepted
25.	As none of my family members are helping me in my work I am unable to manage my own work	.473	Accepted
26.	As I have short age of time I am unable to give time to my family members	.317	Accepted
27.	I am finding it very difficult to adjust with male colleagues in doing school work	.595	Accepted
28.	I am unable to concentrate on school problems because I am always thinking about my problems.	.539	Accepted
29.	As it I am telling others to follow rules and regulations I am facing social problems.	.421	Accepted
30.	I cannot spare time to solve other problems as I am enabled with my Owen work	.272	Not Accepted
31.	My house hold work remains incomplete due to my busy schedule in school which drains my physical stamina	.299	Not Accepted
32.	As There is no cooperation from my family members I am unable to attend school on time after completing house work.	.459	Accepted
33.	As I am doing other work, I am unable to do my family work	.404	Accepted
34.	Responsibilities towards my family stops me from rendering service to either the society or the nation	.298	NotAccepted
35.	As I have to go to community programs I am unable to attend school.	.535	Accepted
36.	As I am busy with my school work and don't participate in their work I am criticised by my relatives	.616	Accepted
37.	Family responsibilities are obstructing my educational development	.488	Accepted
38.	I am unable to take up my family responsibilities because they may affect my achievements.	.578	Accepted
39.	The school rules and regulations are comes in the way of my responsibilities	.710	Accepted
40.	As I do my work very slowly I am unable to complete teaching and other activities in stipulated time.	.476	Accepted
41.	When there is a difference between others opinion and my opinion it is difficult to accept their opinion and act according to it.	.384	Accepted
42.	As I am a woman I cannot take part in all the social activities	.176	NotAccepted
43.	As I have to finish my school work I am unable to spend my weekends and holidays with my family	.484	Accepted

44.	I am unable to concentrate on students because of family pressure.	.635	Accepted
45.	I am not able to give time to my children because our neighbour and relatives are always visiting my house.	.623	Accepted
46.	I am not able to organise any programme with social associations and other organisations because of family pressure	.507	Accepted
47.	I have to struggle to manage my teaching profession because I join parents in objections to the rules and regulations of the school.	.624	Accepted
48.	I am not doing any organization or community work because I have to spend day time in school.	.567	Accepted
49.	I am not able to participate in religious because of family works.	.505	Accepted
50.	I am not able to perform my duties as a model wife to my husband because of lack of time.	.650	Accepted
51.	I am unable to maintain my health due to the pressure of school work.	.580	Accepted
52.	I am not able to involve our students in learning because the pressure of work	.580	Accepted
53.	I am not able to follow the rigid social practices.	.580	Accepted
54.	I am not able to follow the ways of modern culture because I have a traditional mindset.	.402	Accepted
55.	I am not able to concentrate on my children due to my teaching profession.	.605	Accepted
56.	I am not able to use new tools & techniques in my teachings profession due to family pressure.	.605	Accepted
57.	My family responsibility stops me from participating in community activities.	.267	Not Accepted
58.	My professional progress is affected due to my involvement in social activities.	.606	Accepted
59.	When I have to carry out the extracurricular activities of the school with others, I have to face opposition from people.	.568	Accepted
60.	I am not able to concentrate on other family members as I have to look after my children.	.683	Accepted
61.	I am not able to exhibit my talent due to school works.	.655	Accepted
62.	As I return home late, after completions all the work at school, it leads to family quarrels.	.500	Accepted
63.	I need to go home before the school hours due to the family responsibilities.	.541	Accepted
64.	I am not able to accompany students on study tours because of social works.	.572	Accepted

Table: 2. Role Conflict among Female Teachers Item: Total Reliability Statistics

Number of Items	Cronbach's Alpha
54	0.925

The above Table: 2, shows the Cronbach's alpha reliability score 0.925 for total items in Role conflict among Female Teachers tool.

VALIDITY

This scale may be considered valid because of the method in which it has been constructed. The Teachers Role conflict Scale was shown to several experts in the field of Education and Sociology. They were requested to

examine the content of the items in the light of the Role conflict definition, dimension and objective of the study; all the experts were satisfied with the items as the measure of Role conflict among teachers. This indicated validity of the Teachers Role conflict Scale.

CONCLUSION

The scale of 'Role conflict among Female Teacher' developed and validated by the researcher. It can be used for the study teacher role conflict. Teachers is usually performs various roles in institutions, family and society. She has responsibilities of the all round development of the students. But when teacher faces contradictory

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TRADITIONS OF CONSTRUCTIVISM AND EDUCATION

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ABSTRACT

Constructivists believe that body of knowledge is constructed actively by human mind through past experiences. There are different views of constructivism. Author in this article discusses different traditions of constructivism and their educational implications.

INTRODUCTION

Constructivism has emerged as an influential philosophical ideology in education in last two decades. According to Von Glaserfeld the first explicit formulation of a constructivist theory of knowledge was proposed by Giambattista Vico. He was an 18th century philosopher and scientist. He published Latin treatise *De antiquissimalorum sapientia* (1710) and coined the phrase "verum est ipsum factum". This treatise illuminated the idea that knowledge is something that is constructed by the knower. According to Von Glaserfeld, his slogan was "The human mind can only know what the mind has made".

While Vico is credited with coining the term 'constructivist' Piaget is also seen as the original constructivist. His theory published on 1954, portrayed the child as a 'lone scientist' creating his or her own sense of the world.

Although constructivist theory has reached high popularity in recent years, the idea of constructivism is not new. Aspects of constructivist theory can be found among the works of Socrates, Plato and Aristotle (470-320 B.C) all of which speak of the formation of knowledge.

More recent philosophers such as John Lock (17th to 18th century) taught that no man's knowledge can go beyond his experience. Kant explained that the "logical analysis of actions and objects lead to the growth of knowledge and the view that one's individual experiences generates new knowledge".

Von Glaserfelds, Silvio Cecato, John Dewey, Jean Piaget, Edmund Husserl and Thomas Kahn are the theorists whose work impacts constructivist thought. Now a days constructivism as an epistemological orientation is accepted and adopted by researchers, scholars in diverse fields such as educational psychology, sociology, knowledge and pedagogy. In this context Mathew writes "*Although constructivism began as a theory of learning, it has progressively expanded its dominion, becoming a theory of education, a theory of the origin of ideas, and a theory*

of both personal knowledge and scientific knowledge. Indeed constructivism has become education's version of the 'grand unified theory'.

DEFINING CONSTRUCTIVISM

Constructivism is a learning theory that states that one constructs knowledge and understanding of one's environment through experiences.

Constructivism is a theory to explain how knowledge is constructed in the human beings when information comes into contact with existing knowledge that had been developed by experiences. (Wikipedia Encyclopedia).

1. "Constructivism is not a theory about teaching...it is a theory about knowledge and learning... the theory defines knowledge as temporary, developmental, socially and culturally mediated, and thus, nonobjective." (Brooks & Brooks, 1993, p. vii)
2. "(K)nowledge, no matter how it be defined, is in the heads of persons, and that the thinking subject has no alternative but to construct what he or she knows on the basis of his or her own experience." (von Glaserfeld).
3. According to Fosnot (1996), Learning from [a constructivist] perspective is viewed as a self-regulatory process of struggling with the conflict between existing personal models of the world and discrepant new insights, constructing new representations and models of reality as a human meaning-making venture with culturally developed tools and symbols, and further negotiating such meaning through cooperative social activity, discourse, and debate.
4. "Constructivists allege that it is we who constitute or construct, on the basis of our theorizing or experience, the allegedly unobservable items postulated in our theories." (Nola)
5. "The central principles of this approach are that learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners

construct meaning by linking new ideas with their existing knowledge." (Naylor & Keogh)

6. "(C)onstructivists of different persuasion (hold a) commitment to the idea that the development of understanding requires active engagement on the part of the learner." (Jenkins, 2000, p.601)
7. Constructivism is a descriptive theory that describes the way people, actually do learn. It is not a normative theory that describes the way people should learn." (Richardson-2003)

It should be noted that "constructivism" is not a unitary concept, but rather, is a Multi-dimensional concept that has been variously applied to the realms of philosophy, theory, and pedagogy (Doolittle and Hicks) Constructivism, however, employs a more flexible, culturally relativistic, and contemplative perspective, where knowledge is constructed based on personal and social experience. This relativistic perspective encompasses the belief that knowledge claims of truth, falsity, or viability are always dependent upon, or relative to, personal, cultural, or historical perspectives.

Constructivism emphasizes the active role played by the individual learner in the construction of knowledge, the primacy of social and individual experience in the process of learning, and the realization that the knowledge attained by the learner may vary in its accuracy as a representation of an external reality.

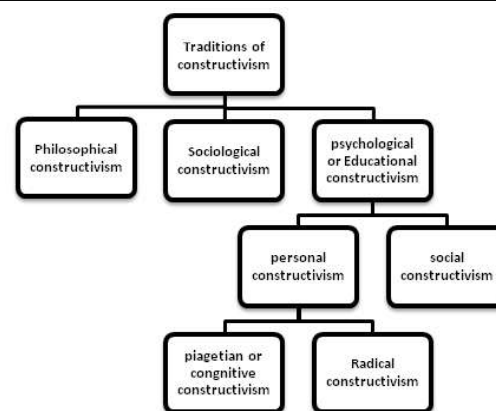
The meaning of constructivism varies according to one's perspective and position. There are mainly three major traditions in constructivism. They are philosophical constructivism, sociological constructivism and psychological or educational constructivism.

Educational constructivism again classified as personal constructivism as described by Jean piaget 1967-(cognitive constructivism) and von Glasersfeld -1995 (Radical constructivism) and social constructivism outlined by Vyagotosky (1978). Each of these divisions addresses the nature of knowledge and how to human beings come to know or acquire knowledge. Educational constructivism (including theories of learning and pedagogy) has had a greatest impact on instruction and curriculum design because they seem to be, the most conducive to integration into current educational approaches. (Flowchart is given below)

1. PHILOSOPHICAL CONSTRUCTIVISM

It is probably originated in the ancient Greek philosophy with Socrates (469-399 BC), 'Dialogue' in which he asked directed questions leading his pupils to realize for themselves the weakness in their thinking.

The philosophical view of constructivism revolves around the concept of materialism vs idealism and the



Traditions of constructivism

debate of concerning whether the world is knowable or unknowable. (Afansyev).

According to philosophical view of constructivism our beliefs and perceptions of the world are actively constructed by us on the basis of our experience and active process of developing knowledge, rather than through a passive reception of sense of data. This basic principal of constructivism in fact governs the all other kinds of constructivism.

2. SOCIOLOGICAL CONSTRUCTIVISM

Sociological constructivism probably emerged as result of debate on role of social factor in scientific advancement relative, rational, empirical and other scientific factors.

According to sociological constructivism the progress of science and technology and the generation of the public body of knowledge are due to changing social conditions and interests. It argues that all knowledge is constructed and interpreted socially in the frame of science and technology studies. Though physical world is not socially constructed, our knowledge of the physical world is socially constructed in the sense that interpretations of the sensations coming through our sense organs is negotiated, constructed and accepted by people interacting with each other. The sociologists treat the individual mind as a 'black box' whose inputs are sociological concerns and outputs are in the form of statements of beliefs which may be true or false.

3. PSYCHOLOGICAL OR EDUCATIONAL CONSTRUCTIVISM

Psychological or educational constructivism is concerned with knowledge construction in teaching learning situations including classrooms (Phillips-1995). Educational constructivism is classified as personal constructivism and social constructivism.

• PERSONAL CONSTRUCTIVISM

Personal constructivism emphasizes role of cognition of learner in knowledge construction and argues that an

individual construct knowledge on based of his experiences. Here we find piagetian view as cognitive or piagetian constructivism and Von Glassersfeld view as radical constructivism.

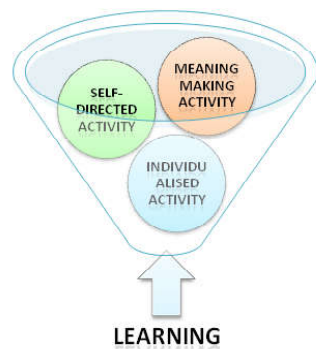
A. PIAGETIAN OR COGNITIVE CONSTRUCTIVISM

Jean Piaget, is credited with formalization of the theory of constructivism who articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of accommodation and assimilation, individuals' construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations. According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. It is important to note that constructivism is not a particular pedagogy.

COGNITIVE CONSTRUCTIVISM AND EDUCATION:

Piagetian or cognitive constructivist generally regard the purpose of education as educating the individual child in a fashion that supports the child's interests, needs; consequently child is the subject of study and individual cognitive development is the emphasis. According to this approach students come to classroom with ideas, beliefs and opinions that need to be altered or modified by a teacher who facilitates this alteration by devising tasks and questions that create dilemmas for students. Working through these dilemmas results in construction of knowledge.

Discovery learning and hands on activities such as using manipulative; students tasks that challenge existing concepts and thinking processes; and questioning techniques that probe students beliefs and encourage examining and tests of those beliefs are included in instructional practices.



B. RADICAL CONSTRUCTIVISM

Radical constructivism is the most extreme vantage point of constructivist theory.

Prominent proponent of radical constructivism, Ernst von Glasersfeld, stated that we look at the world like "the burglar faces a lock that he has to unlock in order to get at the loot," (1984). Von Glasersfeld justifies the name radical constructivism in the following way

"Radical constructivism is thus radical because it breaks with construction and develops theory of knowledge in which knowledge does not reflect an 'objective' ontological reality, but organization of a world constituted by our experience. The radical constructivism has relinquished 'metaphysical realism' once and for all".

"(K)nowledge, no matter how it be defined, is in the heads of persons, and that the thinking subject has no alternative but to construct what he or she knows on the basis of his or her own experience." (von Glasersfeld)

According to this theory, knowledge and reality are entirely internal entities. One can never truly know an external reality. Reality lies within the individual. Thus, knowledge becomes a very subjective entity.

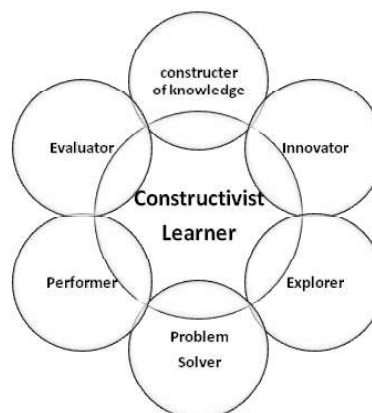
Because knowledge is a subjective body, it is based solely on individual experience. One takes their experiences, internalizes them, and then interprets those experiences in order to make sense of the world. Therefore, experience and cognition are responsible for all knowledge creation according to radical constructivism. Knowledge, according to radical constructivism, is attained actively through cognition. This "ordering and organizing of a world constituted by our experiences" helps to make sense of the environment (von Glasersfeld).

Viability is the goal of radical constructivism. Knowledge acquisition and constructivism are aimed at making the individual better suited to survive in their environment. The only requirement of this knowledge is that it fits, that it works to make us better suited. It does not have to be a perfect match it only needs work in the environment.

RADICAL CONSTRUCTIVISM AND EDUCATION

According to the radical constructivism an essential goal of education is the development of autonomous individuals capable of directing their own lives effectively. Students must be encouraged to become self-regulatory, self-mediated, and self aware by being directed to set their own goals, regulate their own thought process and understandings, and monitor their own progress. Selfregulation, selfmediation and self-awareness result in

a student that is fully equipped to be an effective constructor of knowledge- a lifelong learner. The self awareness is based on both the feedback received from the environment and and self-reflection on one's understanding and experience. (Doolittle and Hicks-2003)



The world view for radical constructivism is that truth is a measure of the internal Coherency of one's personal mental structures and therefore "the art of teaching has little to do With the traffic of knowledge, its fundamental purpose must be to foster the art of learning [and development]" (von Glasersfeld, 1995, p. 192;).

Jan van den Brink offers several suggestions for implementing radical constructivist theories in the classroom. He suggests giving students a problem and allowing them to explore it freely. This way, they will examine the problem and create their own solutions. The key to this practice is giving students problems that have multiple solutions. This way, students will have to explore the different options and learn through a series of successes and failures. This will also allow students time to collaborate with classmates, defend their solution, and question the solutions of others. All of this allows students to truly learn the material by allowing them to fully experience the content.

● SOCIAL CONSTRUCTIVISM

Social constructivism is a moderate form of constructivism. The prominent proponent of social constructivism is Lev Vygotsky (1978). He emphasized the role of individuals' interactions with their socio cultural environment in this process of constructing knowledge. He developed a theory of what he called the "zone of proximal development," a time-bounded site of community activity surrounding a person that can limit or enhance cognitive development. The person learns by engaging fully in this zone, particularly through dialogue. However, Vygotsky, like other constructivists, believed that the outcome and objective of learning was the development of individual consciousness, experiencing self mastery, through a process of reflection as well as interaction with people and objects in the external world.

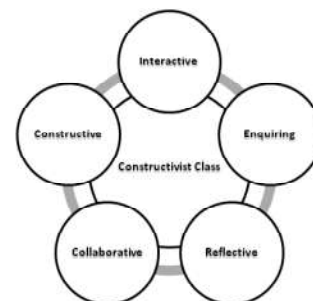
Social constructivism states that all knowledge is constructed based upon our social interactions with the environment. We learn from the interactions that we have with others, our community, and the objects in our environment. Learning is very much a shared process. We learn from others just as much as they learn from us. These tenets then lead to the idea that social interaction is the primary source of knowledge construction (Prawat & Floden). Since social constructivism bases all knowledge creation on social interaction, it is a natural conclusion that we learn much from those around us. These somewhat organized groups that we interact with are discourse communities. One can belong to many different discourse communities, based on profession, interests, ethnicity, religion, etc. These communities decide what is important for the members. So truth is very contextualized and localized, depending on the community one is in at the moment. This theory of contextualism is central to social constructivism. The major proponents of contextualism are

Richard Prawat and Robert Floden. These theorists put forth the basic idea that all knowledge and meaning are situational. Function is key. We change our knowledge structure based on the environment we are in at the moment (Prawat & Floden, 1994). According to social constructivism, we are social beings. However, we are also very individualistic in that the only thing that truly matters to us is us. It is our opinion of others and our view of us that matters the most. We take our social experiences and internalize them to make meaning of the world. It is this internalization of social experiences, not the social experiences themselves, that allows for the creation of knowledge and a world schema.

SOCIAL CONSTRUCTIVISM AND EDUCATION

Social constructivism emphasizes education for social transformation and reflects a theory of human development that situates the individual within a socio-cultural context. Individual development derives from social interactions within which cultural meanings are shared by the group and eventually internalize by the individual. Individuals construct knowledge in transaction with the environment, and in the process both the individual and the environment are changed. The subject of the study is the dialectical relationship between the individual and the social and cultural milieu.

A social constructivist classroom would naturally be based on social interactions between students. It is essential to incorporate numerous opportunities for social interaction in order to create a social constructivist classroom. Teachers should allow students to interact with one another and the objects of the classroom environment. It is also important to allow students the time to process and self-reflect on learning. Teachers should also keep in mind that while social interaction is the basis of knowledge, students care greatly about their self perception.



There is philosophical and epistemological differences in these constructivist theories, but they all share one promise that is active role played by the learner in construction of knowledge and primacy of previous experience in the process of learning or construction of knowledge.

CONCLUSION

Constructivist approach is chiefly concerned with the development of learners knowledge base, to teach them how to learn and think, to facilitate in each respect to develop his mental abilities and capacities to establish him

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EFFECT OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL TRIBAL STUDENTS OF KAMRUP DISTRICT OF ASSAM

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ABSTRACT

The present study aims to investigate the effect of Home Environment on Academic Achievement of secondary school tribal students of Kamrup district of Assam. The Researcher had selected 250 secondary tribal school students. The Home Environment Inventory developed by Karuna Shankar Mishrawas used as tool and academic achievement scores has taken from school. Pearson's product moment correlation was applied to find out the relationship and 't' test was applied to find out the significance of difference between different variables. The study found that there is a positive relationship between home environment and academic achievement. There is a significant difference among different levels of home environment of secondary school tribal students. Study also found that there is no significant difference between home environment of boys and girls & there is a significant difference between secondary school tribal students of Kamrup district of Assam belonging to Assamese and Bodo medium of instruction.

Keywords : Academic Achievement, Home Environment, Scheduled Tribes

INTRODUCTION

Home is the first and the most significant place for the child's inclusive growth and development. It provides not only the hereditary transmission of basic potentials for the development of the child, but also the favourable environments in terms of interpersonal relationship. It is an established fact that family plays a significant and very crucial role in the development as well as educational attainment of the child. The academic achievement which refers to a motive to achieve some standard of accomplishment or proficiency, fuses with needs such as power, superiority and overcoming insecurity has been considered as an important concept in the dynamics of human behaviour. Academic achievement is not only the product of own self but the product of socio-cultural variables an individual gets from home environment. So, home environment considered as the strongest factors which directly influence the success and failure of children.

NEED AND IMPORTANCE OF THE STUDY

Since the emergence of modern research methodologies in the field of education it has always been a matter of interest and importance to identify the factors that affect students' academic achievement. Home environment has been identified as being a contributing factor in child's educational development. Verna & Campbell (1999) state that different learning environment is created by families from different socioeconomic classes that affect the child's academic achievement. Studies have

revealed that there is a positive correlation between home environment and academic achievement (Song, Hattie John 1984, Kagan 1998, Azra Parveen 2007, Henry Codjoe 2007, Jagpreet Kaur, J.S Rana and Rupinder Kaur 2009). As the above mentioned researches indicate the importance of home environment in individual's development. So, the researcher found it interesting to explore the influences of different indices of home environment on student's academic achievement. At the same time, researches proved that tribal students are having less academic achievement than the non-tribal students (Govinda and Varghese 1993, Varghese 1994, Sujatha 1998, Prakash, 1998). None of the study was found which exclusively on tribal secondary students of Assam; therefore, the researcher felt the utmost need of conducting a study deals with the effect of home environment on academic achievement particularly on the tribal secondary students of Assam.

REVIEW OF RELATED LITERATURE

Joachim C. O., Eskay M., Ezeudu, F. (2014) study on a relationship between home environment factors and academic achievement of secondary School adolescent Anambra State. The findings revealed that there is a positive relationship between economic background of parents and academic achievement of students. Ashvinkumar R. Soni (2013) studied on relationship between Academic Achievement Motivation and Home Environment among Standard 10th Pupils. A significant positive relationship was found between five factors of the home environmental that is mother's occupation, father's occupation, mother's

education, father's education, family size and academic achievement motivation. Parental encouragement was the only factor that was not significantly related to academic achievement motivation. J. M. Muola (2010) conducted a study on the relationship between academic achievement motivation and home environment among standard eight pupils. A significant positive relationship was found between six of the home environmental factors and academic achievement motivation.

OPERATIONAL DEFINITION

Academic achievement: Academic achievement can be defined as excellence in all academic discipline, in class as well as extra-curricular activities. In the present study academic achievement is defined on the basis of the scores obtained by VIII standards tribal students in four main subjects English, Mathematics, Science and Social Studies in the school annual examination.

Home Environment: Home environment is the greatest influence on development and perpetuation of the individual behaviour and on the adjustment of the individual. It influences an individual all through his life from the period of mother's womb till his death; it refers not only to the physical surroundings but even to the thoughts and attitudes of the others which exerts an influence on the individual.

OBJECTIVES OF THE STUDY

- To find out the relationship between academic achievement and home environment of secondary school tribal students of Kamrup district of Assam.
- To find out the significant difference between the different levels of home environment of secondary school tribal students of Kamrup district of Assam.
- To find out the significant difference of home environment of secondary school tribal students of Kamrup district of Assam when they are classified according to their gender and medium of instruction.

HYPOTHESES

- There is no significant relationship between academic achievement and home environment of secondary school tribal students of Kamrup district of Assam.
- There is a no significant difference between different levels of home environment and academic achievement of secondary school tribal students of Kamrup district of Assam
- There is a no significant difference of home environment of secondary school tribal students of

Kamrup district of Assam when they are classified according to their gender and medium of instruction.

SAMPLE

Simple random sampling method was used for the selection of sample. A total of 250 secondary tribal students studying in class VIII were selected from Kamrup district of Assam, out of which 125 girls and 125 boys.

TOOL USED

Data was collected with the help of Home Environment Inventory by Karuna Shankar Mishra, where it measures the psycho-social climate of home as perceived by children.

STATISTICAL TECHNIQUE USED

The statistical technique used for the analysis of data in the present study were Pearson's coefficient of correlation method to find out the relationship between the variables and 't'-test to find out the significant difference between the variables.

ANALYSIS AND INTERPRETATION

In order to present the result systematically the hypothesis wise interpretation has been given in tables.

Hypothesis - 1 : There is no significant relationship between home environment and academic achievement of secondary school tribal students of Kamrup district of Assam.

Table -1 : Showing analysis of correlation, 'r' value and their significant level

Sl. No.	Category	No. of students	df (N-2)	'r' Value	'P' Value	Level of Signi.
1.	Academic achievement	250	248	0.882	0.000*	(P < 0.01) Significant at 0.01 level
2.	Home Environment	250				

Observation of table -1 : Shows that the obtained 'r' value 0.882 between home environment and academic achievement of secondary school tribal students is found higher than the table value at 0.01 level of confidence and hence null hypothesis is rejected. This reveals that home environment is positively related to academic achievement of secondary school tribal students of Kamrup district of Assam.

Hypothesis - 2 : There is no significant difference between the different levels of home environment of secondary school tribal students of Kamrup district of Assam.

Table - 2 : Result of Mean, SD, t-value of different levels of home environment

Sl.No.	Category	No. of students	Mean	SD	't' Value	'P' Value	Level of Significant
1.	High Level	66	193.5	22.2	17.44	0.000*	(P < 0.01) Significant at 0.01 level
	Moderate Level	117	142.2	11.7			
2.	Moderate Level	117	142.2	11.7	14.97	0.000*	(P < 0.01) Significant at 0.01 level
	Low Level	65	110.3	14.8			
3.	High Level	66	193.5	22.2	25.24	0.000*	(P < 0.01) Significant at 0.01 level
	Low Level	65	110.3	11.7			

Observation of table -2, sl. no.-1, shows that the obtained 't' value 17.44 is greater than the table value at 0.01 confidence level and hence null hypothesis is rejected. This reveals that there is a significant difference between high and moderate level of home environment of secondary school tribal students of Kamrup district of Assam.

Table-2, sl.no- 2 shows that the obtained 't' value 14.97 is greater than the table value at 0.01 confidence level and hence the null hypotheses is rejected. This reveals that there is a significant difference between moderate and

low level of home environment of secondary school tribal students of Kamrup district of Assam.

Table-2, sl.no-3 shows that the obtained 't' value 25.24 is greater than the table value at 0.01 confidence level and hence null hypotheses is rejected. This reveals that there is a significant difference between high and low level of home environment of secondary school tribal students of Kamrup district of Assam.

Hypothesis : 3 - There is no significant difference between home environment of boys and girls of secondary school tribal students of Kamrup district of Assam.

Table - 3 : Result of Mean, SD, 't'-value of boys and girls tribal secondary school students with respect to home environment.

Sl.No.	Category	No. of students	Mean	SD	't' Value	'P' Value	Level of Significant
1.	Boys	125	146.9	35.0	-0.27	0.787	(P < 0.01) Not Significant
	Girls	125	148.0	34.0			

The above table shows that the obtained 't' value is lower than the table value at 0.01 level and hence the null hypothesis is accepted. The acceptance of the null hypothesis shows that there is a no significant difference of home environment of boys and girls of secondary school tribal students of Kamrup district of Assam.

Hypothesis - 4 : There is no significant difference of home environment of Assamese and Bodo medium secondary school tribal students of Kamrup district of Assam.

Table - 4 : Result of Mean, SD, 't'-value of tribal secondary school students with respect to home environment belonging to Assamese and Bodo medium of instruction.

Sl.No.	Category	No. of students	Mean	SD	't' Value	'P' Value	Level of Significant
1.	Assamese Medium	170	156.9	33.3	6.38	0.000*	(P < 0.01) Significant at 0.01 level
	Bodo Medium	80	129.3	29.7			

The above table shows that the obtained 't' value is greater than the table value at 0.01 level and hence the null hypothesis is rejected. The rejection of the null hypothesis shows that there is a significant difference of home environment of secondary school tribal students of

Kamrup district of Assam belonging to Assamese and Bodo medium of instruction.

FINDINGS

- There is a positive correlation between home

environment and academic achievement of secondary school tribal students of Kamrup district of Assam.

- There is a significant difference between home environment of secondary school tribal students belonging to high level and moderate level of Home environment of Kamrup district of Assam.
- There is asinificant difference between home environment of secondary school tribal students belonging to moderate level and low level of Home environment of Kamrup district of Assam.
- There is a significant difference between home environment of secondary school tribal students belonging to high level and low level of Home environment of Kamrup district of Assam.
- There is no significant difference between home environment of boys and girls of secondary school tribal students of kamrup district of Assam.
- There is a significant difference between home environment of secondary school tribal students belonging to Assamese and Bodo medium of instruction.

DISCUSSION OF RESULTS

Present study reveals that home environment significantly affects the academic achievement of secondary school tribal students of Assam. It was found that students who belonged to higher home environment group has highest mean achievement score, while the lowest mean achievement score was found for students who belonged to lower home environment group. This result is consistent with the findings of Mandlakayise Gilford Mdanda (1997), Rani Mohanraj and Latha (2005), Azra Parveen (2007)Anthonia O.Obeta (2014).At the same time, there is a significant difference found among the different levels of home environment. The result of the study reveals that there is no gender difference among tribal students in Assam as they are treated equally by their parents. On the other hand, difference found between the students belonging to Assamese and Bodo medium of instruction.

EDUCATIONAL IMPLICATIONS:

Tribal parents are not aware of the influence of home environmental factors on the academic achievement of their children.

- It is recommended that, teachers, educationists and leaders should try to create awareness among parents of tribal students on the importance of the home environment on academic achievement which can improve the children's performance.

- Parents need to be informed that they can contribute to the education of their children through encouragement, provision of learning facilities and active assistance among other strategies.
- School authority should organise parents-teacher meeting every month to aware the parents towards their role in child's academic achievement and how to create a healthy educational environment at home.
- From time to time teacher should visit home of the tribal students and should give necessary suggestions to the parents to provide an educational facilities to their children for better future.
- Government shouldmake some provisions to provide monetary help to the tribal parents for their child's educational upliftment.

CONCLUSION

The findings of the study show that home environment is one of the major determinants of academic achievement of tribal students. An academically favourable home environment is likely to enhance to achieve academic success which in turn will contribute to good performance in school.

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CURRENT CRISIS IN AGRICULTURE IN INDIA. LAND AND WATER RESOURCES USE: AN INTEGRATED WATERSHED MANAGEMENT PROGRAMME A CASE STUDY OF GADAG DISTRICT.

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INTRODUCTION

According to Dr.D.K.Subramanian and Dr.T.V. Ramachandra in their abstract "Aspect of Agriculture and Irrigation in Karnataka." Explained that Land and Water are the two most important natural resources in the development of Agriculture. The success of the agriculture mainly depends on proper and scientific utilisation of these resources. Crop productivity can be best optimised on watershed basis when these resources interact in a synergetic manner. In this paper, we discuss the food production activity in Karnataka. Particularly, from the point of view of water usage. The impact of large irrigation projects is also discussed. The preliminary analysis shows that water and fertilizer play an important role in agricultural production. But addition of irrigation has not resulted in any increase in overall food grains production. This means that we need to look at micro level practices. Trend and regression analysis also show that effects due to these factors are marginal. Agriculture is still a major activity in developing countries like India. Basic needs of human beings - food and energy - are met from agriculture. It forms a major part of the state domestic product. For example the share of agriculture in the State's domestic product was 37% in 1984-87.

Agriculture needs several inputs - Water is considered an essential input. Initially, small tanks and canals were used for irrigation. New technologies in civil engineering brought in giant irrigation projects. Large dams impounded waters in rivers thereby creating large reservoirs. Canals from these dams are taken through long distances to fields in command areas. These reservoirs normally submerge large prime forest areas. Secondly, if the canals are not constructed properly, water leaks from the canals resulting in water logging of agricultural land near the dam. Salinity of soils is becoming a serious problem now. Agricultural implements and fertilizer production need industrialization. Industries imply use of natural resources. Industries consume energy. Energy has to come from coal, firewood, oil or electricity. Again electricity may come from large hydro projects which destroy forest areas. Use of pesticides leads to pollution of different kinds - sickness amongst

people, generation of new DDT resistant strains of mosquitoes and insects, etc.

During the last two decades Indian agriculture has been facing major challenges like

deceleration in growth rate, inter-sectoral and inter-regional equity, declining input efficiency, degradation of natural resources, etc. with consequent adverse effects on food and nutritional security, food inflation and poverty reduction. However, the 11th Plan had some success in reversing the deceleration of agricultural growth witnessed during the 9th and 10th Plan but food inflation still remains a major concern. The growth in agriculture in the 11th Plan is likely to be around 3.2 percent per year, which is higher than 10th Plan growth rate but lower than the target (4.0%) for 11th Plan. The 12th Plan growth target for agriculture sector has been set at 4 percent with food grains growth at about 2 percent and non-food grains sector (horticulture, livestock and fisheries) growing at about 5- 6 percent. However, looking at the growth in agriculture sector in general and high-value agriculture, particularly, horticulture, fisheries, dairy and meat sector during the 11th Plan, there is a need to put additional efforts to achieve 4 percent growth in agriculture. The failure to achieve targeted growth in agriculture has resulted from the inadequacies of the provision of the critical public goods such as research and development, extension services, surface irrigation, rural infrastructure, etc. on which agricultural growth thrives as well as inappropriate policies. In order to achieve the targeted growth in 12th Plan, we need to address some of these inadequacies. The sector would require substantial increase in investment both by public and private sector in agriculture research and development including extension, rural infrastructure, post-harvest and market infrastructure including storage and processing, reforms in laws related to land markets and marketing of agricultural products, and appropriate price policy. The pricing of agricultural inputs such as irrigation, electricity for pumping water, fertilizer, etc. needs rationalization. The distributional aspects of agricultural credit including inter-regional and inter-class inequalities in access to credit, decline in rural branches, declining

share of direct credit, etc. must be addressed. People's participation, which will help in promoting the bottom up approach of planning process and also help in faster diffusion of the technologies and best practices among farmers, community based actions and participation of disadvantaged sections of the society in developmental process, needs to be strengthened.

OPPORTUNITIES

- Enormous Scope for diversification from a system for food production to a system for providing energy.
- Time to align agriculture as a system to meet existing demand instead of a mere food production system.
- Rapid growth of secondary and tertiary sectors.
- Globalization of agriculture.
- Environment conducive to support private investments in farming
- A growing realization that agriculture and farming communities need better support.

WEAKNESS

- Agriculture seen as a system for food self-sufficiency alone.
- Shrinking Land-man ratio.
- Depleting vegetative cover.
- Dwindling water resources.
- Decreasing productivity of land.
- High dependence on rainfall.
- Increasing cost of production.
- Poor capital formation in agriculture.
- Lack of economic sense in production process.
- Decreasing Public Research Support Public extension support becoming irrelevant.
- Production for unknown markets.
- Poor forward market support.
- Lack of legal systems for using land as a capital contribution.

INTEGRATED WATERSHED MANAGEMENT PROGRAMME (IWMP)

Watershed is defined as a hydro-geological unit of area from which the rainwater drains through a single outlet. Watershed development refers to the conservation, regeneration and judicious use of all the natural resources (like land, water, plants, animals) by human beings. Watershed Management brings about the best possible balance between natural resources on the one side and human beings on the other. Human beings and the ecology are interdependent. The changes in the environment directly affect the lives of the people depending on it. A

degraded environment means a degraded quality of life of the people. This degradation can be tackled effectively through the holistic development of the watershed. A watershed provides a natural geo-hydrological unit for planning any developmental initiative. The approach would be treatment from "ridge to valley".

HISTORY OF EVOLUTION OF WATERSHED CONCEPTS

In order to combat the frequent recurrence of drought in the States, Drought Prone Area Programme (DPAP) was introduced during the year 1975, as a Centrally Sponsored Scheme (CSS) with matching state share of 50:50 and adopted the watershed approach in 1987. The Drought Prone Area Programme concentrated on non-arable lands. Drainage lines for in-situ soil and moisture conservation, agro-forestry, pasture development, horticulture and alternate land use were its main components.

Integrated Wasteland Development Programme (IWDP) was introduced during 1992 with 100% Central assistance. The Integrated Wasteland Development Programme made afforestation and soil & moisture conservation in waste lands under Government or community or private control as its predominant activity, without much focus on saturation of complete micro watershed and participation of people.

The programmes of dry land development in Andhra Pradesh have undergone a major change from 1995-96 with the introduction of new watershed guidelines, based on the recommendations of Dr. Ch. Hanumantha Rao's Committee Report. Integrated approach and total participation of village communities are the main features of these guidelines. All the area development programmes like DPAP, IWDP and Desert Development Programme (DDP) were implemented through these new guidelines. Though the focus of these programmes is different, their common basic objective is land and water resource management for sustainable production.

The term 'watershed-plus' emerged in 1998 to adopt new approaches in watershed projects that would step beyond the usual boundaries in order to address the needs of marginalized groups of people, such as those with no land, women and the poorest of the community. Hariyali guidelines were issued in 2003-04 for implementation of watersheds through Gram Panchayats. Under these guidelines, the Grama Panchayats were vested with the total responsibility of implementation of watershed programmes. However the role of SHGs and UG remained the same as earlier.

NEW GUIDELINES FOR INTEGRATED WATERSHED MANAGEMENT PROGRAMME (IWMP)

Government of India issued New Common Guidelines for Watershed Development Projects in the year 2008. The salient features of these guidelines are as following.

- Cluster of micro watersheds covering an area of 1000-5000 ha will be treated as a project.
- Unit cost is raised from Rs.6000/ha to Rs.12000/ha.
- Fund allocation for Livelihoods for resource poor and Productivity Enhancement of Agriculture & Livestock.
- Project period is 4-7 years.
- Funding pattern is 90:10 (Central & State share).
- All new watersheds from 2008-09 onwards will be implemented under a single programme called Integrated Watershed Management Programme.

OBJECTIVES OF THE STUDY ARE

- To analyze the livelihood profiles of watershed Communities.
- To study the good practices of the watershed management communities.
- To Study the role and responsibilities of Watershed management terms and other stakeholders.
- To examine the finance of Watershed management programmes
- To assess the social and economic impact of watershed programmes

BRIEF ABOUT AREA

According to Integrated Watershed Management Programme a detailed project report of Gadag district from Gadag district Watershed Development Department, during the year 2009-10. The research area falls in Gadag taluk of Gadag district. Gadag taluk is situated at latitude 14o .59 To15o.24 N and longitude 75o.16 To 75o.26 E. Gadag taluk is placed at 659.8 m above MSL. The project area falls to north east of the taluka headquarters and it is spread away at about upto 20 kms from the taluka place. This project area covers three gram panchayats and one town municipal corporation. The project includes 15 micro watersheds spread over nine villages. This project area is under northern dry zone (Agro climatic Zone-III). The average annual rainfall of this zone ranges from 489 to 667.7mm. The average annual rainfall data for the last ten years reveals a bitter fact that, this area is severely affected by drought. Occurrence of drought after every 3-4 years is experienced which makes successful rain fed farming a hard reality. There is no source of surface water for irrigation. Hardly 1% of the treatable area is being irrigated by bore wells.

The major soils are medium to deep black cotton soil. The runoff quantity in these types of soils under average rainfall (100 Years avg.) condition of 607 mm is about 9.75 cumecs (Ryve's Formula). This is one factor though not directly related to recharge activities, needs to be considered because such water harvest structures when

constructed are endangered of fast siltation because of such a high rate of runoff. This project area receives majority of the rain from NE monsoon. If the onset of the monsoon is early, double cropping system is followed i.e. during kharief green gram, Hy Jawar, Groundnut etc are followed by wheat, sunflower, Maize, R.Jawar, Bengal gram, sunflower etc.in rabi. Besides this during kharief, onion and chilies are transplanted and cotton is grown as mixed crop. The yield levels are very poor. The general physiographic features of the area reveal that, the area falls under the slope category of 2-4%. Though there is sufficient drain facility available, the drains are blocked due to heavy encroachments and growth of Acacia trees. There are no surface water bodies found except small to medium farm ponds in the farmers' fields. The area experiences a temperature of 14o C in January and a temperature as high as 41o C in summer. Heavy winds are blown during June to October Period at a speed of about 30 Km/Hr. All these characteristic features of this project area reveal a clear fact that, there is a huge scope for soil and moisture conservation along with integrated approach of agro forestry and dry land horticulture activities. There is a large need to enhance the productive potential of the lands and thus ensuring the economic uplift of the landed beneficiaries. The project area is having large portion of small and marginal farmers who have limited land holdings. The area is also accumulated with SC/ST farmers and landless weaker sections also who need a better upliftment through sufficient concentration of land treatments to such lands and also through involving the weaker section beneficiaries in income generating livelihood activities. Thus preventing migration of these rural poor and making them to strive for better living within the project area. Hence, there is a huge scope for social mobilization of the poor weaker sections of the project area through organizing them into groups and motivating them to entrepreneurship activities through bank linkages. In total, the bio physical aspects and the socio economic aspects in the project area needs to be strengthened through integrated scope under this watershed management programme.

Gadag district in Karnataka State is one among several districts of the country suffering from recurring agricultural droughts. The probability of agricultural drought ranges from 60-80 percent years in the district. The rainfall is erratic and ill distributed with unexpected long dry spells that causes insufficiency of soil moisture in the root zone of soil resulting in adverse effect on crops. This situation has been adversely affecting the sustainability of crop productivity. Hence, agriculture did become non remunerative enterprise and rural people hit by droughts usually migrated to cities in search of employment. To overcome these problems of unsustainable productivity and underemployment caused by agricultural drought, KVK had consciously designed and executed several activities, programmes and linkages for drought proofing the district.

REVIEW OF LITERATURE

Research is a continuous process. For any scientific investigation, previous findings provide basis to the research. The review of literature is one of the important aspects in the Research process. It helps the researcher to keep his work going in right and appropriate Direction. Hence, an attempt has been made to review the research studies and the same have been presented in the following sequences.

1. Sanjay Tomar and Sreeja Nair, "Adaptive Policies Community Case study: Participatory Watershed Management in Maharashtra, India." TERI - The Energy and Resource Institute; IISD - The International Institute for Sustainable Development. January - 2008, Project report no - IDRC 2005, GW 34.

In this project paper they have studied the policies of Govt of India, in five year plan and what should be modification are incorporated during five year plans. The planning commission Govt of India constituted a working group on "Watershed Development, Rain fed Farming and Natural resource Management" for the formulation of the 10th five year plan. (2002-2007).

By using a case study on the field work conducted in maharashtra and Ahamadnagar, under the on going project-"Evolution of Mangrul - IV Watershed, Maharashtra" Under National watershed Development project for rain fed areas NDWPRA (Tenth Plan) funded Ministry of Agriculture, Govt of India - by using primary data as questionnaires and Interviews Method, And also collecting secondary data of government policies on watershed management and sustainable development of land and water resources.

2. Biswajit Mandal and N.Loganandan, "Employment generation potential of Watershed Development Programmes in semi- arid tropic of India". An academic journal "African Journals of Agriculture Research." Vol.8 (23), pp.2948-2955, 20June, 2013.

[http:// www.academicjournals.org/AJAR](http://www.academicjournals.org/AJAR).

Biswajit Mandal and Loganandan in their research paper "Employment generation potential of Watershed Development Programmes in semi-arid tropics of India." Have studied at the first stage, namely Andrapradesh and Karnataka purposively. By using multistage stratified random sampling. The author has studied by using primary, questionnaire and interview method and also by collecting field data and officials of the selected watersheds for their supports during survey.

In the conclusion the author analyzed that watershed development programmes have helped to create employment opportunities.

3. Cathryn Turton (April 2000), " Enhancing livelihoods through Participatory Watershed Development in India." Odi (Overseas Development Institute), Sustainable livelihoods, Working Paper no 131.

Cathryn Turton (April 2000) in his working paper no 131 "Enhancing livelihoods Through Participatory Watershed Development India." This paper is based on research conducted under a 3 years grants from the Natural Resources policy and Advisory Department of DFID. This Paper uses the sustainable livelihoods approach to take fresh look at the impact of watershed development on rural livelihoods. And also this paper demonstrates that a livelihoods perspective can be used to encourage a more explicit analysis of the ways in which watershed development directly and indirectly affect people's livelihoods.

In this working paper the main objective is to study the impact of sustainable livelihoods from watershed development. They have studied the agricultural impact in India.

In this paper they used methodology to study. That is participatory method, by using primary, questionnaires and interview method and also referred secondary data as KAWAD project etc. and also the participation of NGOs.

4. Sunandan Tiwari and Sharmistha Bose, "Himachal Pradesh Watershed, Low base Flows and livelihoods in India." Internal report II (R8171), Dec 2003)

Sunandan Tiwari and Sharmistha Bose, "Himachal Pradesh Watershed, Low base Flows and livelihoods in India." In this case study article, they have studied impact and implements of watershed policies. And also this project is focused on the interface of forestry and watershed policies in India with particular attention to the states of Himachal Pradesh and Madhya Pradesh.

The Objectives of this case study is to present an initial assessment of the current land and watershed policies, strategies and related land and water problems in Himachal Pradesh.

In the case study they have done field work for this study was conducted between 12th and 23rd of October 2003 and was proceed by a two day pilot survey. In the same they used a methodology as field work personal and schedule, in the selection of the study villages and in data collection, they used pilot survey.

5. G.K.Dadhich, and Meera Gupta, "Environment and Agronomical Restoration through Watershed Development in KOTA region." Journal of Experimental Biology and Agricultural sciences, ISSN NO. 2320 - 8694.

In this journal paper, the case study was carried out in Sultanpur; district Kota (Rajasthan), in this area has dry land agriculture. This project has key objective such as in the Kota district reduces the water and wind erosion and it helps in conservation of moisture, To access watershed Management approach environment and land agriculture, and also it has it has another key objective that is, sustainable conservation of the natural resources and livelihoods of the local communities.

In this case study, they used different methodologies to collect data, the different type of soil survey, land capability, classification and its projectisation has done.

6. V.Ratna reddy, Centre for Economics and Social Studies(CESS), Tewodros Kebede, Institute for Applied International Studies (FAFO), Bekele Shiferaw, International Crop Research institute for the semi - arid Tropics, "Community Watershed Management in Semi - arid in India.", CAPRI Working Paper No. 85, June 2008, The state of collective action and its rural livelihoods.

Bekele A. Shiferaw, Tewodros A Kebede and V.Ratna reddy in their working paper "Community Watershed Management in semi -arid in India." They have studied effective collective actions in Integrated Watershed Management Programme.

The government of India takes Integrated Watershed Management as a key strategy for improving productivity and livelihoods in the rain fed and drought prone regions. The working paper have studied the institutional and policy issues that limit effective participation of people in community watershed programmes and identifies and achieving economic and environmental outcomes.

This case study has defining collective action as decisions taken by a group to internalize negative externalities and also to generate positive externalities in the use and management of watershed resources.

The study was based on large survey carried out 87 watershed villages from a stratified sample of six districts of Andrapradesh, India. Data were collected by using standard data collection at the community level from leaders, user groups, and key informants.

7. P.D. Aher, J.Adinarayana, S.D. Gorantiwar and S.A. Sawant, "Information system for Integrated Watershed Management using remote sensing and GIS."

The WATMIS was demonstrated over a watershed located at Pimpalgaon Ujjaini in Ahmed nagar district of Maharashtra state in India.

Maharashtra has only 13% cropped area under irrigated water, and the remaining area is dependent on rainfall only.

The project has key objectives, A viable cost effective, object oriented and generic toolkit called, "Watershed Management Information System." Using emerging tools and technologies such as soft computing, hydrological modeling etc, was developed for online integrated watershed management planning and management of its natural resources.

In this project they used to collect data and data analysis and interpretation, the basic input data can be retrieved through DBMS to calculate the crop water requirement and central crop water demand.

GADAG DISTRICT PROFIL

1. Name of the District : Gadag

2. Geographical Position*

North Latitude Between 75° and 44° 822'

East Longitude Between 16° and 46° 208'

Map of Gadag district



3. Total Geographical area : 4656 Sq.km

4. District Headquarters name : Gadag

FINDING

The economic indicator shows that, 34 percent of the population are illiterates. The family size of SC/ ST is bigger than other categories. The large portions of the population are under BPL category and having annual income less than Rs.25000.00. From the details of assets it is clear that major portion of the farming community practise traditional agricultural and yet large portion of them adopt mechanised farming to avoid labour problems. The presence of LPG connections, vehicles, TV/ Radio shows that people have changed and are moving towards urbanization. Because of this there will be less stress on fuel wood and more on the fossil fuel like diesel and petrol. The entire scenario shows that there is lot of scope for the development especially to improve the economic conditions of the SF/ MF and landless. It needs to concentrate more on the livelihood activities, production system and micro enterprises. Livelihood activities and micro enterprises can be promoted through the formation of SHGs. Production system can also be promoted by bringing changes in the cropping systems and bringing more area under horticulture and finally improving the economic condition of the people in the project area.

RESOURCE BASED INDICATOR

The survey depicts the number of families practicing different livelihoods. Most of the families mainly practice three basic livelihood activities namely agriculture, animal husbandry and horticulture.

● Agriculture :

Types of stake holders	No. of hous holder	Percentage	No. of BPL	Total Area owned	Percentage	Average Land holding size
Large	788	42.36	0	3128.12	73.89	2.70ha
Small	534	28.70	70	949.07	22.42	
Marginal	248	13.33	91	156.53	3.70	
Landless	290	15.60	271	0	0	

MAJOR CROPS GROWN AND THEIR PRODUCTIVITY IN THE PROJECT AREA

1	2	2a	3	4					
Sl. No.	Name of GP	Name of Village	Name of Crops	Pre Project					
				Area (ha)		Average yield per ha (Qtl.)		Total Production (Qtl.)	
				Irri.	Rf.	Irri.	Rf.	Irri.	Rf.
1.	Gadag	Gadag-bet							
3.	Hathalgeri	Narasapur	Green gram	0	1180	0	5.00	0	5900.0
4.	Huilgol	Nagasamudra	Gound nut	0	1050	0	7.55	0	7927.5
5.	Neeralagi	Hirekoppa	Onion	0	700	0	62.50		43750.0
6.		Chikkoppa	Chilli	0	700	0	6.00		4200.0
7.		Huilgol	Hybrid Jowar	0	850	0	10.00		8500.0
8.		Kirtgeri							
9.		Benakoppa							

INSTITUTIONAL ARRANGEMENTS

Proper institutional arrangements in a programme speak clearly about the responsibilities and the authority with which such responsibilities can be achieved within the limited time frame and financial allocations. These arrangements are the tools to monitor the proper planning, execution and the phasing out operations such that, a clear foot print of the effective implementation of the programme is being felt at the end of the programme. Similarly a very good institutional arrangement has been planned and implemented under this programme. The details of such arrangements are briefed below.

A. STATE LEVEL

A dedicated State Level Nodal Agency (SLNA) (Department / Mission /Society/ Authority) is constituted by the State Government. This SLNA is responsible for sanctioning of the projects on the basis of the approved state perspective and strategic plan as per the procedure in vogue and oversee all the watershed projects in the state with the parameters set out in the guidelines and will provide technical support to the District watershed Development Unit. It ensures regular and quality online monitoring of the projects through the online Management Information Systems (MIS).

B. DISTRICT LEVEL

At district level, a separate dedicated multidisciplinary

unit, called the District Watershed Development Unit (DWDU) is established which will monitor the proper planning, execution and the phasing out operations of this programme. DWDU will function in close coordination with the District Level Committee (DLC). DWDU takes up the overall responsibility of facilitating the preparation of strategic and annual action plans for watershed development projects in respective districts. In co

ordination/convergence with the related programmes of different state departments viz., agriculture, forest, horticulture, rural development, animal husbandry, etc this DWDU will see that an overall upliftment can be achieved in the wellbeing of the rural poor of such project area. The District level committee (DLC) headed by the Chief Executive Officer of the concerned Zilla Panchayat will be the committee which will give administrative sanctions to such all projects under the district.

C. TALUKA LEVEL

Watershed development team (WDT) is the institution looking after the project at taluka level. This WDT is headed by the concerned Taluka

watershed development officer (TWDO). This body comprises of multidisciplinary officers from soil and moisture conservation, Forest, Horticulture and Animal husbandry background. This WDT also includes NGO personnel who are expert in social mobilization and capacity building activities. WDT will be the Project implementing agency (PIA). Hence, no external PIA is involved.

D. PROJECT LEVEL

Executive committee (EC) will be the institution which will be working at project level. This EC is the only institution having direct involvement in the project planning, implementation and phasing out operations. This is empowered with all the authority of physical and financial handlings of the project operations. At the same time it will have large responsibility of maintaining quality operations under the common guidelines. All such records and assets will be the property of the EC which are involved in such responsible operations. This constitutes of President who is the president of the concerned Gram Panchayat (GP), and members who will be from SHG and UG. The members will be preferably from weaker sections of the society (SC/ST). The concerned project area AAO/AHO/RFO will be the treasurer to this EC. The TWDO will also be a member and heading the EC operations along with the president. WDT and EC are just the mirror reflections but all WDT members are not EC members. The WDT

will provide necessary technical guidance to the Gram Panchayat for preparation of development plans for the watershed development through Participatory Rural Appraisal (PRA) exercise. It undertakes community organization and training for the village communities, supervise watershed development activities, inspect and authenticate project accounts, encourage adoption of low cost technologies and build upon indigenous technical knowledge, monitor and review the overall project implementation and set up institutional arrangements for post-project operation and maintenance and further development of the assets created during the project period. This EC is also one of the CBO's at project level.

THE FOCUS AREAS OF THE PROGRAMME ARE

1. Soil and land management : It includes leveling of land, maintaining an adequate amount of moisture, minerals and other nutrients in the soil, increasing tree plantation and improvement of degraded pastures.

2. Water management : A watershed is commonly defined as an area in which all water drains to a common point. By this it maximizes the quantity of water available and helps in the judicious use of water.

3. Agricultural development : It includes increase in the net sown area, irrigation, productivity, multi-cropping and introduction of suitable crops, improved crop varieties, sericulture, and horticulture on a large scale.

4. Livestock management : It includes livestock development, fodder cultivation, bee-keeping, sheep rearing and cattle rearing.

5. Development of community skills : Involvement of Community Based Organizations (CBO) is a vital part of IWMP. This is basically done through capacity building by User Groups (UGs) and Self Help Groups (SHGs). This helps in development of better skills, coordination and communication among villagers as well as with government functionaries.

6. Afforestation : Afforestation is an essential part of the IWMP. Taking into account the preferences of villagers as well as natural conditions, trees are planted in different combinations for forestry and horticulture.

7. Rural energy management : It involves the use of alternate sources of energy like biogas to decrease the use of non-biodegradable sources of energy that damages the environment.

8. Pasture development : It involves intercropping, the diversification of crops and development of pastures with suitable grass and fodder.

METHODOLOGY

The present study would like to use both primary and secondary sources. The primary data will be collected through the structured questionnaire and schedule from the selected respondents. The different sources of

secondary data like books, journals, related websites and annual reports of the HDR and Z P of Gadag district have to be consulted in this regard. The researcher will have a plan to interaction with CEO of Gadag district. Gadag is one of the backward districts; it received less than 500 mm rain fall per year. The simple random sample method is to be adopted to select the beneficiary in the district. Further, the study will use simple statistical tools like mean, mode and median, the CV and other technique will be used depending on the data collected from the field work.

STATEMENT OF PROBLEMS AND NEED OF STUDY

India is inhabited with the rural people, around 60 per cent of them residing in the rural area. Their literacy is too small compared to the urban area. The government of India has been introduced so many programmes for the rural development since independence. The rural people presently facing innumerable problems, poverty, unemployment, illiteracy, malnutrition, sanitation, lack of awareness, lack of infrastructure, non-availability, lack of water, power, fertility of land etc are the main problems found in the rural area. Therefore, the present study will make an attempt to study the Economic analysis of the Integrated Watershed Management Programme in Gadag district

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A STUDY ON THE LEADERSHIP BEHAVIOUR OF SECONDARY SCHOOL HEADMASTERS IN RELATION TO THEIR MORALE

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INTRODUCTION

According to Philips Sadler (2002), as an element of social interaction, leadership is a complex activity involving:

1. A process of influence
2. Actors who are both leaders and followers
3. A range of possible outcome - the achievement of goals, but also the commitment of individuals to such goals, the enhancement of group cohesion and the reinforcement of change of organisational behaviour Effective leaders someone who knows how to inspire and relate to subordinates; able to convince subordinates that the organisational vision is not only important but attainable; able to challenge them with goals, projects, tasks and responsibility that allow them to feel a sense of personal success, achievement, and accomplishment; rewards subordinates who perform well with recognition, money and promotions

An effective Islamic leaders : has positive personality traits and the traits are God-fearing, high morality, compassion for the people, patience, humble, fair, just, diligent, courageous, pious, honest, positive outlook, considerate and noble.

Effective leadership is associated with good character Al-Ghazali refers to good character as the person's good inward form, that is, in his soul, which has four faculties; knowledge, anger, desire and justice. In a man of good character, all these faculties remain sound, moderate and mutually harmonious.

Leadership style is the manner and approach of providing direction, implementing plans and motivating people Laissez-faire leader - minimally involved in decision making and encourage group members to make their own decisions.

Authoritarian leader - make all group decisions and assign tasks to members Democratic leader - encourage group discussion and decision making through census building. Paternalistic leader - consider his/her subordinates as being not fully mature and responsible. Varying Leadership Style While the proper leadership style depends

on the situation, there are other factors that influence which style to use

- The manager's personal background. What personality, knowledge, values, ethics does the manager have.
- The employees being supervised. Employees are individuals with different personalities and backgrounds.
- The company. The traditions, values, philosophy and concerns of the company will influence how the manager acts.

CONCEPT OF LEADERS

If you are instructed to form a volleyball team in a secondary school, at the first stage you will select totally 10 students who are well versed in this game. After finalising the list you will observe their performance in the volleyball playground for 2 days. After keen observation of many skills of the game you will select one student as a leader of the team.

At present you are working in an education institution. From the reopening day to the last working day you have to organise many activities. It is not a simple affair, because it is a complex structure. As now know your institution is composed of a number of formal and informal groups. The head of your institution is required to know the group dynamic and leadership role. Probably you have studied the functions of head of your institution. He has to deal with the teachers, students, persons, members of the management, officers of the department and community as in general. The head of your institution, who is considered as leader of your institution has to play different roles. Probably, head of your institution may be having his own perception of his role. In some situation he has reconciled these differences in role expectations. This is because the behaviour pattern of your head is conditioned by a number of situational factors. Anyhow he is very clever and efficient in handling the situations. Now, you would agree that head of your institutions has behaved very well for the successful functioning of your institution.

TEACHERS' MORALE

Morale is intangible. It cannot be seen or isolated. But it is possible to determine the quality of morale by careful observation of the way the faculty behave gentleness, cheerfulness, promptness, indicators of morale.

'Morale' is one to which various meanings have been given. To some, it means zeal or enthusiasm with which is the willingness of a group to work towards a collective purpose. The investigator would like to define faculty morale as the way of faculty feels, acts and beliefs. The kind of feelings, actions of beliefs determine whether there is high or low morale. Group morale depends upon the feelings, actions and beliefs of all persons concerned. In other words, faculty morale means the collective feelings and attitudes or the faculty as a whole towards their professions and colleagues in the institutions.

In case of teachers there are certain other factors also which are important such as Napier (1966) identified twelve factors with associated with high teachers' morale. The factors are;

- i. The administrator's understanding and appreciation of the teacher as an individual.
- ii. The confidence the teacher has in the administrator's professional competence.
- iii. The support the teacher receives from the administration regarding discipline problem.
- iv. Teacher participation in the formulation of policies that affect them.
- v. Adequate facilities and equipment, adequate teaching supplies.
- vi. Teaching assignments, which are commensurate with training.
- vii. Fair and equitable distribution of extra curricular assignments.
- viii. Professional training provided through an in service programme.
- ix. Job security
- x. An adequate policy for leave of absence.
- xi. A fair and equitable distribution the teaching loads.
- xii. Salaries those are comparable with professions requiring equal training.

The factors which are responsible for lowering morale are:

- i. Lack of relief from pupil contact during the school day.
- ii. Clerical duties.
- iii. Lack of co-operation
- iv. Excessive teaching load
- v. Low salary
- vi. Lack of parental co-operation and interest

- vii. Poor pupil discipline
- viii. Lack of proper equipment and supplies

REVIEW OF RELATED LITERATURE

Lincan Education, Administration (1980). Studied the Relationship of Leadership Behavior of Secondary School Principals he found that There was no significant interaction between principals' leadership dimensions, 'consideration' and 'initiating structure,' with principals' formal training. Ryan Kelley, Ed.D.(2000). Studied that the Relationship between Servant Leadership Behavior of High School Principals, School Climate and Student Achievement, it reveals that the leadership style of the building principal is an integral factor in the development of an open school climate. Specifically, servant leadership appears to be an effective leadership style for developing an open school climate.

Morgen A. Houchard (2005) studied that Principal Leadership, Teacher Morale, and Student Achievement in Seven Schools he found that satisfaction with teaching had the highest level of teacher morale of all of the 10 different morale factors.

Keith A. Rowland (2008) studied that The Relationship of Principal Leadership and Teacher Morale found that, principal leadership and teacher morale were significantly correlated and that the leadership practice of Enable Others to Act had the strongest positive correlation to teacher morale

OBJECTIVES

The following objectives were framed for the present study

1. To study the difference between male and female heads of secondary schools with respect to their leadership behaviour and its dimensions i.e.
 - Consideration and Initiating structure
2. To study the difference between heads of urban and rural secondary schools with respect to their leadership behaviour and its dimensions.
3. To study the difference between graduate and postgraduate head masters of secondary schools with respect to their leadership behaviour and its dimensions.
4. To Study the significant difference between low and high morale of head masters of secondary schools with respect to their leadership behaviour and its dimensions.

HYPOTHESES

The following null hypotheses were set up for the present study.

1. There is no significant difference between male and female heads of secondary schools with respect to their leadership behaviour and its dimensions i.e. Consideration and Initiating Structure
2. There is no significant difference between heads of urban and rural secondary schools with respect to their leadership behaviour and its dimensions.
3. There is no difference between graduate and postgraduate head masters of secondary schools with respect to their leadership behaviour and its dimensions.
4. There is no significant difference between low and high morale of head masters of secondary schools with respect to their leadership behaviour and its dimensions i.e.

LIMITATIONS

1. The present study was limited to leadership behaviour of secondary school headmasters only.
2. The present study was restricted to secondary school headmasters only.
3. The present study was confined to 90 secondary school headmasters from and 270 Teachers of Dharwad District only.
4. The Study was confined to 185 Graduate Headmasters and 85 Post graduate Headmasters only.
5. The study was confined to 184 Urban and 86 Rural Headmasters only.

METHODOLOGY ADOPTED

- a. Sample :** The study was conducted on a sample of 90 secondary school Headmasters and 270 Teachers of which 162 were male teachers and 108 female

teachers from Dharwad district in Karnataka. For selecting the candidates from each school random sampling technique was used.

- b. Tool used :** For the present study to collect the data the following tool was used; Leadership Behaviour Description Questionnaire, developed by E.A. Fleishman (1973); Teachers Morale developed by Parimila Dekhtawala (1977) was used
- c. Collection of Data :** To collect the necessary data for the study, printed copies of the questionnaire was administered to the individual headmasters in different secondary schools. The investigator personally visited to each school to collect duly filled questionnaire. Personal data relating to name, sex, location, type of school and teaching experience of the headmasters were also collected through a personal data sheet specially prepared for the purpose.
- d. Statistical Technique :** In order to know study the Leadership behaviour of Secondary School headmasters, the scores obtained from the headmasters 't' test technique was applied to test the hypotheses for the significances shown in the following tables.

DIFFERENTIAL STATISTICS

The statistical significant differences between gender (male and female), location (rural and urban), medium of instructions (Kannada, English, Urdu), types of management (government, aided and unaided), with respect to leadership behaviour and its dimensions (consideration and initiating structure) of head masters of secondary schools were compared by using one way analysis of variance (ANOVA) and unpaired t-test and the results were discussed in the preceding section.

Table-1 : Results of t-Test Between Male and Female Heads of Secondary Schools with Respect to their Leadership Behaviour and its Dimensions

Variable	Gender	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Male	117.5926	14.0516	1.7460	> 0.05	NS
	Female	114.5463	14.0349			
Consideration	Male	68.0679	8.9845	1.5324	> 0.05	NS
	Female	66.3241	9.4194			
Initiating structure	Male	49.5247	7.7156	1.3439	> 0.05	NS
	Female	48.2222	7.9288			

The above table reveals that;

Male and female heads of secondary schools do not differ significantly with respect to leadership behaviour ($t = 1.7460$, $p > 0.05$) at 5% level of significance. Hence,

the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female heads of secondary schools have similar leadership behaviour.

Male and female heads of secondary schools do not differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t=1.5324$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female heads of secondary schools have similar consideration.

Male and female heads of secondary schools do not differ significantly with respect to dimension of leadership behaviour i.e. initiating structure ($t=1.3439$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female heads of secondary schools have similar initiating structure.

Table-2 : Results of t-Test Between Heads of Urban and Rural Secondary Schools with Respect to their Leadership Behaviour and its Dimensions

Variable	Location	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Urban	119.4620	12.5118	5.5480	<0.05	S
	Rural	109.7674	15.0729			
Consideration	Urban	68.9457	8.4179	4.2516	<0.05	S
	Rural	64.0000	9.8733			
Initiating structure	Urban	50.5163	7.1173	4.8435	<0.05	S
	Rural	45.7674	8.2813			

The above table reveals that;

- The heads masters of urban and rural secondary schools differ significantly with respect to leadership behaviour ($t=5.5480$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads of urban secondary schools have higher leadership behaviour as compared to heads of rural secondary schools.

- The heads masters of urban and rural secondary schools differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t=4.2516$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads of urban secondary schools have higher consideration as compared to heads of rural secondary schools.

hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads of urban secondary schools have higher consideration as compared to heads of rural secondary schools.

- The heads masters of urban and rural secondary schools differ significantly with respect to dimension of leadership behaviour i.e. initiating structure ($t=4.8435$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads of urban secondary schools have higher initiating structure as compared to heads of rural secondary schools.

Table-3 : Results of t-Test Between Graduate and Postgraduate Head Masters of Secondary Schools with Respect to their Leadership Behaviour and its Dimensions.

Variable	Education	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Graduate	113.8811	13.0233	-4.4327	<0.05	S
	Postgraduate	121.8000	14.8835			
Consideration	Graduate	66.0486	8.6692	-3.5640	<0.05	S
	Postgraduate	70.2471	9.6559			
Initiating structure	Graduate	47.8324	7.5950	-3.7198	<0.05	S
	Postgraduate	51.5529	7.7159			

From the above table, we clearly noted that,

- The graduate and postgraduate head masters of secondary schools differ significantly with respect to leadership behaviour ($t=-4.4327$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate head masters of secondary schools have higher leadership behaviour as compared to graduate head masters of secondary schools.

- The graduate and postgraduate head masters of secondary schools differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t=-3.5640$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate head masters of secondary schools have higher consideration as compared to graduate head masters of secondary schools.

● The graduate and postgraduate head masters of secondary schools differ significantly with respect to dimension of leadership behaviour i.e. initiating structure ($t = -3.7198$, $p < 0.05$) at 5% level of significance. Hence,

the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate head masters of secondary schools have higher initiating structure as compared to graduate head masters of secondary schools.

Table-4 : Results of t-Test Between Low and High Morale of Head Masters of Secondary Schools with Respect to Their Leadership Behaviour and its Dimensions

Variable	Education	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Low	106.6600	11.7587	-10.2166	<0.05	S
	High	122.0882	12.1118			
Consideration	Low	62.6700	8.2817	-7.0025	<0.05	S
	High	70.1353	8.5616			
Initiating structure	Low	43.9900	6.7532	-9.2784	<0.05	S
	High	51.9529	6.8430			

The above table reveals that;

● The low and high morale of head masters of secondary schools differ significantly with respect to leadership behaviour ($t = -10.2166$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the high morale head masters of secondary schools have higher leadership behaviour as compared to low morale head masters of secondary schools.

● The low and high morale of head masters of secondary schools differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t = -7.0025$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the high morale head masters of secondary schools have higher consideration as compared to low morale head masters of secondary schools.

● The low and high morale of head masters of secondary schools differ significantly with respect to dimension of leadership behaviour i.e. initiating structure ($t = -9.2784$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the high morale head masters of secondary schools have higher initiating structure as compared to low morale head masters of secondary schools.

IMPORTANT FINDINGS

1. It is found that, the male and female heads of secondary schools have similar leadership behaviour.
- It is found that, the male and female heads of secondary schools have similar consideration.
- It is found that, the male and female heads of secondary schools have similar initiating structure.

2. It is found that, the heads of urban secondary schools have higher leadership behaviour as compared to heads of rural secondary schools.

● It is found that, the heads of urban secondary schools have higher consideration as compared to heads of rural secondary schools.

● It is found that, the heads of urban secondary schools have higher initiating structure as compared to heads of rural secondary schools.

3. It is found that, the postgraduate head masters of secondary schools have higher leadership behaviour as compared to graduate head masters of secondary schools.

● It is found that, the postgraduate head masters of secondary schools have higher consideration as compared to graduate head masters of secondary schools.

● It is found that, the postgraduate head masters of secondary schools have higher initiating structure as compared to graduate head masters of secondary schools.

4. It means that, the high morale head masters of secondary schools have higher leadership behaviour as compared to low morale head masters of secondary schools.

● It is found that, the high morale head masters of secondary schools have higher consideration as compared to low morale head masters of secondary schools.

● It is found that, the high morale head masters of secondary schools have higher initiating structure as compared to low morale head masters of secondary schools.

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STUDY OF RELATIONSHIP TOWARDS ORGANIZATIONAL CLIMATE, ORGANIZATIONAL LEARNING AND TEACHER SELF -EFFICIACY

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ABSTRACT

The purpose of This study to investigate the relationship between organizational climate and organizational learning and teachers' self-efficacy. This statistical population of this study includes 117 University Public School Dharwad studens them 89 teachers were selected using Krejcie and Morgan table and simple random sampling. The instrument used in this study is the Organizational Climate Description Questionnaire (OCDQ) designed by Haplin and Croft (1982), Sherer self efficacy questionnaire (1984) and Pilar Jerez-Gomez organizational learning questionnaire (2002). Findings reveal that there is a meaningful correlation between organizational learning and self efficacy. On the other hand, the correlation between organizational climate and self efficacy indicates that there is no relationship between these two variables. However, organizational climate can indirectly effect teacher self-efficacy indicates that there is no relationship between these two variables. Self efficacy through influencing organizational learning, while organizational learning itself directly efficacy. The obtained results show that there is no relationship between demographic variables (age, education and employment efficacy.)

INTRODUCTION

ORGANIZATIONAL CLIMATE DEFINITION

Properties of the business environment in a workplace observed by staff that strongly influence their actions and job performance. For example, a perceptive business manager might take the trouble to survey employees about the organizational climate to identify and promote those aspects that are most conducive to achieving corporate objectives. Also called corporate climate.

ORGANIZATIONAL LEARNING

Organizations do not organically develop into learning organizations; there are factors prompting their change. As organizations grow, they lose their capacity to learn as company structures and individual thinking becomes rigid.[http://en.wikipedia.org/wiki/Learning organization - cite note-Pedler-1](http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-Pedler-1) When problems arise, the proposed solutions often turn out to be only short-term (single loop learning) and re-emerge in the future.[http://en.wikipedia.org/wiki/Learning organization - cite note-senge-3](http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-senge-3) To remain competitive, many organizations have restructured, with fewer people in the company.[http://en.wikipedia.org/wiki/Learning organization - cite note-Pedler-1](http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-Pedler-1) This means those who remain need to work more effectively.[http://en.wikipedia.org/wiki/Learning organization - cite note-OK-2](http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-OK-2) To create a competitive advantage, companies need to learn faster than their competitors and to develop a customer responsive culture.

identified that organizations need to maintain knowledge about new products and processes, understand what is happening in the outside environment and produce creative solutions using the knowledge and skills of all within the organization. This requires co-operation between individuals and groups, free and reliable communication, and a culture of trust.

There is a multitude of definitions of a learning organization as well as their typologies. According to Peter Senge, a learning organization exhibits five main characteristics: systems thinking, personal mastery, mental models, a shared vision, and team learning.

Systems thinking : The idea of the learning organization developed from a body of work called [systems thinking](http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-ARG-7).[http://en.wikipedia.org/wiki/Learning organization - cite note-ARG-7](http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-ARG-7) This is a conceptual framework that allows people to study businesses as bounded objects. Learning organizations use this method of thinking when assessing their company and have information systems that measure the performance of the organization as a whole and of its various components. Systems thinking states that all the characteristics must be apparent at once in an organization for it to be a learning organization. If some of these characteristics are missing then the organization will fall short of its goal. However, O'Keeffe believes that the characteristics of a learning organization are factors that are gradually acquired, rather than developed simultaneously.

Personal Mastery : The commitment by an individual to the process of learning is known as personal mastery. http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-senge-3 There is a competitive advantage for an organization whose workforce can learn more quickly than the workforce of other organizations. Individual learning is acquired through staff training, development and continuous self-improvement; http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-MCH-9 however, learning cannot be forced upon an individual who is not receptive to learning. Research shows that most learning in the workplace is incidental, rather than the product of formal training, http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-OK-2 therefore it is important to develop a culture where personal mastery is practiced in daily life. http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-senge-3 A learning organization has been described as the sum of individual learning, but there must be mechanisms for individual learning to be transferred into organizational learning. http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-wang-8

Mental models : The assumptions held by individuals and organizations are called mental models. To become a learning organization, these models must be challenged. Individuals tend to espouse theories, which are what they intend to follow, and theories-in-use, which are what they actually do. Similarly, organizations tend to have 'memories' which preserve certain behaviours, norms and values. http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-EAST-10 In creating a learning environment it is important to replace confrontational attitudes with an open culture http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-MCH-9 that promotes inquiry and trust. http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-OK-2 To achieve this, the learning organization needs mechanisms for locating and assessing organizational theories of action. Unwanted values need to be discarded in a process called 'unlearning'. Wang and Ahmed http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-wang-8 refer to this as 'triple loop learning.'

Shared Vision : The development of a shared vision is important in motivating the staff to learn, as it creates a common identity that provides focus and energy for learning. http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-senge-3 The most successful visions build on the individual visions of the employees at all levels of the organization, http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-MCH-9 thus the creation of a shared vision can be hindered by traditional structures where the company vision is imposed from above.[2] Therefore, learning organizations tend to have flat, decentralized organizational structures.http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-MCH-9

en.wikipedia.org/wiki/Learning_organization_-_cite_note-ARG-7 The shared vision is often to succeed against a competitor; http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-wang-8 however, [Sengehttp://en.wikipedia.org/wiki/Learning_organization_-_cite_note-senge-3](http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-senge-3) states that these are transitory goals and suggests that there should also be long-term goals that are intrinsic within the company.

Team Learning : The accumulation of individual learning constitutes Team learning. http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-OK-2 The benefit of team or shared learning is that staff grow more quickly http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-OK-2 and the problem solving capacity of the organization is improved through better access to knowledge and expertise. Learning organizations have structures that facilitate team learning with features such as boundary crossing and openness. http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-ARG-7 Team learning requires individuals to engage in dialogue and discussion;http://en.wikipedia.org/wiki/Learning_organization_-_cite_note-OK-2 therefore team members must develop open communication, shared meaning, and shared understanding. Learning organizations typically have excellent knowledge management structures, allowing creation, acquisition, dissemination, and implementation of this knowledge in the organization.

Why are some students eager to learn and willing to tackle new challenges while others seem uninterested or unmotivated? Why do some students demonstrate high levels of confidence in their abilities, while others seem unsure of themselves? What strategies can you, as a classroom teacher, use to increase your students' confidence to learn new material? Research over the past 25 years indicates these strategies do exist! The purpose of this intervention is to provide you with some easy-to-implement strategies that educators and educational researchers have found will increase your students' confidence to learn new material. Although no single strategy works with all students, a combination of these techniques can increase your students' confidence in their ability to achieve, which is referred to as self-efficacy by Albert Bandura (1986).

WHAT IS SELF EFFICACY AND WHY IS IT IMPORTANT?

Self-efficacy is a person's judgment about being able to perform a particular activity. It is a student's "I can" or "I cannot" belief. Unlike self-esteem, which reflects how students feel about their worth or value, self-efficacy reflects how confident students are about performing specific tasks. High self-efficacy in one area may not coincide with high self-efficacy in another area. Just as high confidence in

snow skiing may not be matched with high confidence in baseball, high self-efficacy in mathematics does not necessarily accompany high self efficacy in spelling. Self-efficacy is specific to the task being attempted. However, having high self-efficacy does not necessarily mean that students believe they will be successful. While self-efficacy indicates how strongly students believe they have the skills to do well, they may believe other factors will keep them from succeeding.

A growing body of research reveals that there is a positive, significant relationship between students' self-efficacy beliefs and their academic performance. Our goal with this project is to increase the self-efficacy of the student you are working with. People with low self-efficacy toward a task are more likely to avoid it, while those with high self-efficacy are not only more likely to attempt the task, but they also will work harder and persist longer in the face of difficulties. Self-efficacy influences: (1) what activities students select, (2) how much effort they put forth, (3) how persistent they are in the face of difficulties, and (4) the difficulty of the goals they set. Students with low self-efficacy do not expect to do well, and they often do not achieve at a level that is commensurate with their abilities. They do not believe they have the skills to do well so they don't try.

The connection between self-efficacy and achievement gets stronger as students advance through school. By the time students are in college, their self-efficacy beliefs are more strongly related to their achievement than any measure of their ability. If we wish to develop high educational achievement among our students, it is essential that we begin building stronger self-efficacy as early as possible.

OBJECTIVES OF THE STUDY

1. To study the relationship between organizational climate and teachers' efficacy
2. To study the relationship between organizational learning and teachers efficacy
- 3) To study the relationship between organizational climate and organizational learning.
4. To study the relationship between teachers demographic variables (age, education and work experience) and self efficacy.

RESEARCH HYPOTHESIS

1. There is no relationship between organizational climate and teachers' efficacy
2. There is a relationship between organizational learning and teachers efficacy
3. There is a relationship between organizational climate and organizational learning.

4. There is a relationship between teachers demographic variables (age, education and work experience) and self efficacy.

METHODOLOGY

This study is an applied study with respect to its objective and is a casual correlation with respect to its methodology. The statistical population of this study includes 117 teachers at University Public School, Dharwad among

them 89 teachers were selected using Krejcie and Morgan table and simple random sampling. The instrument used in this study is the Organizational Climate Description Questionnaire (OCDQ) designed by Haplin and Croft (1982), Sherer self efficacy questionnaire (1984) and Pilar Jerez-Gomez organizational learning questionnaire (2002). The reliability of the questionnaires was confirmed by experts opinions and their validity using Cronbhv's alpha test (the calculated values for organizational climate, organizational learning and self efficacy were 87.0, 0.95 and 78.0 respectively).

The data were analyzed using descriptive statistics (central indices, dispersion indices, tables and graphs) as well as inferential statistics (Pearson correlation test, one-way ANOVA test, regression and path analysis).

STUDY FINDINGS

Hypothesis 1: There is a relationship between organizational climate and teachers' self efficacy.

Table 1: a brief view on computing the correlation coefficient between organizational climate (independent variable) and self efficacy (dependent variable)

	Mean	Correlation	Coefficient of Determination	Degree of freedom	Sign. level
Organizational climate	103.46	-0.053	0.2	88	0.62
Self efficacy	34.91				

The obtained correlation is $r = -0.053$ with significance level of $\text{sig} = 0.62$ which is not significant and implies that there is no relationship between organizational climate and self efficacy.

Hypothesis 2: there is a relationship between organizational learning and teachers' self efficacy.

	Mean	Correlation	Coefficient of Determination	Degree of freedom	Sign. level
Organizational climate	55	0.22	4.82	88	0.04
Self efficacy	34.91				

The obtained correlation is $r=0.22$ with significance level of $\text{sig}=0.04$ which implies that the obtained correlation is significance and there is a relationship between organizational learning and self efficacy. Therefore, the null hypothesis is rejected and the second research hypothesis is confirmed with the confidence of $p=0.95$.

Hypothesis 3: There is a relationship between organizational climate and organizational learning.

	Mean	Correlation	Coefficient of Determination	Degree of freedom	Sign. level
Organizational climate	55	0.16	2.56	88	0.15
Self efficacy	103.46				

The obtained correlation is $r=0.16$ with significance level of $\text{sig}=0.15$ which is not significant and implies that there is no relationship between organizational climate and self efficacy.

Hypothesis 4: there is a relationship between demographic elements i.e.: age, education and employment record, and teachers' self efficacy.

A) There is a relationship between age and teachers' self efficacy.

Table 4: a brief view on computing one-way ANOVA (Analysis of Variance) for measuring the difference between teachers' self efficacy with respect to their age

	Sum of square	Degree of freedom	Mean score	F	Sign. level
Between groups	271.08	3	90.36	0.81	0.49
Within groups	9140.37	82	111.46		
Sum	9411.45	85			

The value of computed F is 0.81 with the significance level of $\text{sig}=0.49$ which implies that there is no significance difference between self efficacy of teachers and their age.

Table 4 B : a brief view on computing one-way ANOVA (Analysis of Variance) for measuring the difference between teachers' self efficacy with respect to their education

	Sum of square	Degree of freedom	Mean score	F	Sign. level
Between groups	151.72	3	50.57	0.43	0.72
Within groups	9819.56	85	115.52		

The value of computed F is 0.43 with the significance level of $\text{sig}=0.72$ which implies that there is no significance difference between self efficacy of teachers and their age.

C) There is a relationship between work experience and teachers' self efficacy.

Table 6 : a brief view on computing one-way ANOVA (Analysis of Variance) for measuring

	Sum of group	Degree of freedom	Mean score	F	Sign. level
Intergroup	233.5	4	58.37	0.5	0.73
Intra group	9737.77	84	115.92		
Total	9971.28	88			

The value of computed F is 0.5 with the significance level of $\text{sig}=0.73$ which implies that there is no significance difference between self efficacy of teachers and their age.

DISCUSSION AND CONCLUSION

The objective of this study was to investigate the relationship between organizational climate and organizational learning and the self-efficacy of teachers at UPS School, Dharwad meaningful relationship between organizational learning and teachers' self efficacy while there is no relationship between organizational climate and teachers' self efficacy. Teachers should have sufficient knowledge and absolute proficiency on the lessons they teach. A teacher who has empowered himself/herself with expertise and knowledge has complete control over the instruments and processes of their jobs. In general, a teacher who has a good complete command of lessons speaks better, presents lessons accurately and keeps the sequence of matters, uses different examples, and schedules time optimally while if teachers do not have a good command of lessons, they will become nervous and as a result students will not understand lessons, thus students will lose their respect for their teachers.

Therefore, schools' managers should enhance organizational learning through sharing attitudes, knowledge, experiences and mental models of schools' members in order to promote the self efficacy of teachers. The results of this study revealed that there is no difference between experienced and inexperienced teachers, between older and younger teachers and between educational degrees with regard to their influence on teachers' self efficacy. In other words, when teachers enter schools, demographic variables don't change teacher self-efficacy, but other organizational parameters make some changes among them teachers' motivations, their attempts and expectations of themselves as well as their personal characteristics. The final results of this study showed that by affecting organizational learning, organizational climate indirectly affects teachers' self efficacy. On the other hand,

organizational learning directly affects teachers' self efficacy. Based on these findings, measures could be taken to change teachers' attitudes and prepare appropriate grounds to improve organizational climate through decreasing conflicts and stresses among teachers, and to create proper grounds for organizational learning in teachers.

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DISCUSSION AND CONCLUSION

On the basis of the results obtained in the study the following conclusions were drawn the male and female heads of secondary schools have similar leadership behaviour; the male and female heads of secondary schools have similar consideration; the male and female heads of secondary schools have similar initiating structure; the heads of urban secondary schools have higher leadership behaviour as compared to heads of rural secondary schools; the heads of urban school have higher consideration structure as compared to heads of rural secondary schools; the heads of urban secondary schools have higher initiating structure as compared to heads of rural secondary schools; the postgraduate head masters of secondary schools have higher leadership behaviour as compared to graduate head masters of secondary schools; the postgraduate head masters of secondary schools have higher consideration as compared to graduate head masters of secondary schools; the postgraduate head masters of secondary schools have higher initiating structure as compared to graduate head masters of secondary schools; the high morale head masters of secondary schools have higher leadership behaviour as compared to low morale head masters of secondary schools; the head masters of

secondary schools have higher consideration and higher initiating structure as compared to low morale head masters of secondary schools.

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A STUDY OF ATTITUDES TOWARDS MENTALLY RETARDED CHILDREN OF THEIR PARENTS : IN DHARWAD RURAL AREA

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ABSTRACT

The purpose of this study to find out the attitudes of parents towards their mentally retarded children in rural areas of Dharwad. The study sample was obtained from a local hospital, a clinic and a special school for the mentally retarded in the Dharwad area. The findings of this study revealed that parents in rural areas of Dharwad have positive attitudes towards their mentally retarded children. There were no differences between the attitudes of mothers and fathers with both parents having more positive attitudes. However, the majority of parents were found to be disappointed by having a mentally retarded child and expressed feelings of embarrassment. In the light of these findings further research areas is recommended with the aim of using such information to build appropriate and successful rehabilitation and intervention programs for mentally retarded children and their parents.

INTRODUCTION

Normal children need a healthy environment for attaining their normal ability. When the children are disabled, the conducive environment has to be created to result in various developments. Socialization and communication are the most needed factors to be developed in the disabled children. Play is a natural and most easily available outlet for children's expression of needs. The study will help the care gives to plan and organize the systemic play activities for the improvement of level of socialization.

Baker B. (1997) play is a child's way of learning where play provides opportunities for the child to interact with others. Play encourages emotional and social development.

Play situations can be developed in almost all situation in the life of the resident. e.g Bathing, feeding, dressing etc. It can be very rewarding to witness development in the residents skills through the medium of play. Play has to be taught and the nurse or therapist should make efforts to teach the resident to play as an individual and as group hopefully leading to the development of peer group co-operation and identification. The study will help the care gives to plan and organize the systemic play activities for the improvement of level of socialization.

Mental Health Amendment Act : States that mental retardation is a state of arrested or incomplete development of mind in which there is impairment of intelligence and social functioning together with abnormally aggressive and seriously irresponsible conduct.²

There is higher incidence of 5-15% of children aged 5-15 years with mental handicap in developing countries. In India there are about 15 million mentally challenged where 20% are moderately mentally challenged children and rest 5% are severely mentally challenged children³

10% of the world's population, i.e., currently 600,000,000 are born with or acquire a disability within their lifetimes. Of this 600 million, UNICEF has estimated that around one quarter or 150 million are children (It Is Our World Too! A Report on the Lives of Disabled Children, Disability Awareness in Action 2001).

The proportion of disabled children in developing countries is generally higher than in developed countries... It is estimated that 6 to 10% of children in India are born disabled and that, because of low life expectancy, possibly a third of the disabled population are children."

The village - based study conducted in several developing countries , determined that the child development principles were as integral to the improvement of the lives of disabled children as they are to other children. In other words, although attention to their disabilities is important, paramount is their need to be raised with families, with attention to early stimulation, intervention health care and education. The estimated 150-250 millions disabled children worldwide. Disabilities specialist began to recognize that early intervention could arrest and diminished the effect of disabilities in children, whether involving intense stimulation with developmentally delayed children targeted exercise and therapy with disabled children. Every infant, disabled or not, can benefit from nurturing and stimulation of their

senses. The more a child is spoken to, sung to, read to, danced with, exercised, played with, encouraged to explore in a safe environment, the more the brain and body will develop. (RI/UNICEF One in TEN, Early Intervention for children with Disabilities, 1999) According to the statistics from The Chief Commissioner for Handicapped, Ministry of social Justice and Empowerment, Government of India, 3% of our population is mentally handicapped. And also statistics reveals that only one lakh –children are getting special education and others refused.

Play is a natural and most easily available outlet for children's expression of need and feeling. The stimulation is necessary for optimal development. Play is therapeutic at any age. It provides a means for release from tension and aggression encountered through the environment. It also help child to express out at unaccepted responses. Through play children are able to communicate his needs, feelings and desire and improve his social interaction with other children, learn rule system, meaning of sharing expressions, means for scrubbing impulses which he is unable to perform with his limited language skills.⁵

Mentally challenged children has deficit in adaptive behavior and impaired level of social and communicative behavior are more vulnerable for recurrent disabilities. Moderate mentally challenged children are trainable children who can be provided with stimulation training in the form of play therapy.

Play therapy help to give opportunity for children to let out his feelings and problems. Play is a universal language of children and act as a vehicle through which child interact with nurse, other children, parents, relatives. This can build up his social behaviour and improves self adjustment. Nurse or facilitator should design a plan for play therapy which help to work through or resolving conflicts through repetitive fantasy and make believe.

Music therapy is an allied health profession and a field of scientific research.. It is an interpersonal process in which a trained music therapist uses music and all of its facets-physical, emotional, mental, social, aesthetic, and spiritual-to help clients to improve or maintain their health. Music primarily help clients improve their observable level of functioning and self-reported quality of life in various domains (e.g., cognitive functioning, motor skills, emotional and affective development, behavior and social skills) by using music experiences (e.g., singing, songwriting, listening to and discussing music, moving to music) to achieve measurable treatment goals and objectives. Referrals to music therapy services may be made by a treating physician or an interdisciplinary team consisting of clinicians such as physicians, psychologists, physical therapists, and occupational therapists.

OBJECTIVE OF THE STUDY

The main objective of the present study was to assess the attitudes of parents in rural areas of Dharwad towards mental retardation.

Methodology

The study was designed to be carried out in two phases namely the exploratory or pilot study and the main study.

PHASE I - PILOT STUDY

Before embarking on the main study an exploratory study was undertaken to help identify problem areas in the use of the instrument identified for collecting data. A total of 25 questionnaires were distributed to parents of pupils at Special School and 16 returned representing a response rate of 64%. Table I shows the response rate of subjects in the pilot study.

TABLE 1 - Response rate of subjects in the Pilot Study

Participants	Distrubed	Percentage	Percentage
Parents	25	16	64

Bush and White (1995) agree that with 64% of the questionnaires returned, the response rate can be regarded as good. The pilot study revealed certain problems in the draft questionnaire which were solved before the conunencement of the main study. The feedback received enabled the researcher to identify and solve problems in respect of, for example, the relevance of questions and the format of the questionnaire.

PHASE II - MAIN STUDY

METHOD

SAMPLE

The subject pool consisted of 62 parents of mentally retarded children in KwaZulu-Natal. The majority of the sample consisted of parents with children attending Special School which caters mainly, for children from rural areas. The rest of the sample were parents of mentally retarded children

Who attended the Psychology Clinic at Mental Hospital, Dharwad and Forty-nine of these parents were females and 13 were males (See Table 2).

TABLE -2.

Distribution of subjects for the main study sample

Gender	N	%
Female	49	79
Male	13	21
Total Sample	62	100

There was a higher proportion' of females than males in the sample with approximately two-thirds females.

All respondents were surveyed on a voluntary basis.

Inclusion in the investigation strictly meant that a "diagnosis" of "mental retardation" to the child of a participating parent had been suggested or made by a mental health worker.

CONFIDENTIALITY

Makunga (1988) points out that because material revealed during research may at times be distressing to subjects, it is essential that they are reassured that their welfare will at all times be protected. Thus, subjects were assured that their answers would remain strictly confidential and that their anonymity would be protected. Subjects were informed that this data would not be released to other persons without their permission.

RESEARCH INSTRUMENT

A questionnaire comprising fifty statements of a Likert-type scale served as the measuring instrument.

The questionnaire for the present study was developed using statements from the Parental Attitude Research Instrument - PARI (Schaefer & Bell, 1958), the Thurstone Sentence Completion Test (Thurstone, 1959) and Parekh (1988). Questions were designed to provide information on parent behaviour, perceptions, reactions, values, feelings etc., which is the definition of attitude used in this study.

Respondents had to indicate to which degree they agree (or not) with each statement by encircling the number corresponding to one of five response categories varying from "strongly agree" to "strongly disagree."

PROCEDURE

Research questions were distributed to parents at the end of a parents meeting held at Special School. Parents were first informed of the study by the school principal and then by the researcher. Parents consent to participate in the study was obtained. Parents who decided to participate were given time to complete the questionnaire. Instructions and questions were read out and explained individually to those parents who were illiterate. The same procedure was carried out at the various psychology clinics.

At the end, with questionnaires being completed, parents were thanked and informed that they should feel free to contact the researcher to discuss any issues that might have been raised by the survey. Parents were also informed that free professional counselling was available to any person who felt the need for such services.

SCORING

Data collected was scored and coded by the researcher. All coding was rechecked by the researcher.

DATA ANALYSIS

Frequencies and percentages of responses were

tabulated for the total sample in an attempt to make sense of the data collected.

ATTITUDES OF PARENTS TOWARDS THEIR RETARDED CHILDREN

Table- I summarizes the responses of parents in the A, B, C, D and E categories, that is, distribution of responses along the "very negative" to "very positive" attitude continuum.

Category	A	B	C	D	E
Attitude	Very Negative	Negative	Unsure	Positive	Very Positive
No. of Respondents	0	10	0	51	1
% of Respondents	0%	16%	0%	82%	2%

The observed distribution of responses in Table-I indicate that most respondents, that is, 82% of the subjects in the present study fell within the category, which indicates positive attitude towards mental retardation. Two percent of the respondents fell within the E category indicating a very positive attitude. Thus, 84% of the respondents in the present study expressed a positive attitude towards mental retardation. There were no respondents in the A or very negative and C or unsure categories.

Only 16% of the respondents fell within the B category which indicates a negative attitude.

ATTITUDES OF MALES AND FEMALES TOWARDS MENTAL RETARDATION

Table-II: below summarizes the responses of mothers and fathers towards their mentally retarded children.

Attitude	Positive	%	Negative	%	Total
Male	8	62	5	38	13
Felame	44	90	5	10	49
Total	52	54	10	16	62

Of the 13 fathers of mentally retarded children 8 (62%) expressed positive attitudes towards their affected children and 5 (38%) indicated negative attitudes.

Forty four (90%) of mothers who had mentally retarded children indicated positive attitudes and in (10%) cases negative attitudes were expressed.

Since both fathers and mothers did not display strongly negative attitudes, these were not included in Table-2.

CONCLUSION

However, the results of the present study suggest that such a scenario is not always evident. On the contrary the majority of parents in rural areas of Dharwad were found to have a positive attitude towards their mentally retarded

children. Although a small proportion of parents had a negative attitude, no parents were found to have a strongly negative attitude. When these findings are considered against the background of previous findings, the conclusion may be drawn that communal life amongst Blacks has led to the positive perception of the handicapped person in the community (Sibaya, 1984). It has been observed in the present study that although most mothers and fathers

displayed positive attitudes, more mothers than fathers had positive attitudes. One important finding of this study is that both mothers and fathers did not display strongly negative attitudes.

Another important finding of this study concerns the fact, that irrespective of the child's disability, parents loved and accepted their children.

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expectations from different sections so she faces role conflict. This role conflict can be measure by this scale.

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as a critical analyzer or thinking agent of human society. All his prior belief, knowledge experiences are structured in meaningful way to create his new knowledge base for further development mental schema so that he can adjust himself with the changing concerns of the society and environment. It also emphasis on the self pacing , also self correction of the errors committed in daily life and they also teach him how to deal with and interpret new challenges in light of previous learning. Teacher will organize his teaching material in very logically connected way based on prior knowledge and according to the cognitive processes that are happening in the mind of the students.

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JIDDU KRISHNAMURTI

(1895 - 1986)

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"Today's education prepares us for various professions and vocations that can only contribute to our miseries and illusions. True education not only trains the mind to take up various vocations but also educates the mind. Education develops love and understanding among people

and does not promote only industrialization that has the potential to annihilate others. Education should help learn the permanent values of life and develop creativity."

Born in a Brahmin family in Madanapalli, Andhra Pradesh, Jiddu Krishnamurti acquired a theosophical background, since his father had been a theosophist and had migrated to Madras on being invited by the President of the Theosophical Society, Annie Besant. After being educated privately, he wanted to prepare himself for some examinations of the London University. He left for California in 1922 with his younger sibling Nityanand who suffered from a respiratory disease. In 1924, while he was traveling to India, he received the news of the death of his brother and this transformed his entire psyche. He began to think about the very basis of all existence on earth.

Krishnamurti's pronouncements appear to be heavily loaded with mysticism. Though he did not write any treatise on education, nor did he present any scheme of education to be followed, his views on education are found in a scattered form in the different conversations that he had with his admirers and associates.

KRISHNAMURTI SAID

On Life and Education : We are all endowed with emotions, moods, feelings and sentiments, searching for a place where there is no fear or mutual distrust. We are compelled to toe the line of the societal order and respect the traditions. To avoid confrontation with the authorities and the forces that bind the society, we hesitate to revolt and prefer the status quo. There can be no two opinions on the need for reforms. What is

the purpose of living and what is the importance of life ? The purpose of life will be narrow and zero if live to get educated in the sense that is understood to day i.e., become an expert in a subject or a scientist ? If so, then we would be responsible for the destruction of the world bringing in only misery and ills. True, there is a need for education. But this education should enable us to understand the importance of life. We should understand the difference between individual and personal spheres. The individual is accidental i.e., he is shaped by the circumstances and the environment in which he is brought up. Modern education is, in fact, based on such accidental factors encouraging corruption and self-centeredness. Today's education prepares us for various professions and vocations that can only contribute to our miseries and illusions. True education not only trains the mind to take up various vocations but also educates the mind. Education develops love and understanding among people and does not promote only industrialization that has the potential to annihilate others. Education should help us learn the permanent values of life and develop creativity.

TRUE EDUCATION

The current education is making life dependent upon machines. Engineers all over the world are busy making devices that reduce the human involvement. If the human element is gradually eliminated with the progress of technology, what will happen to the people ? We will have a lot of idle time at our disposal. Education should promote inner experiences and enable one to avoid self-deception. It should enable us to help our fellow-beings and unshackle them from worldly affairs. As long as we stick to our ideals and principles this will not be possible, as ideals are an obstruction in understanding the present shape of things. Man is not a machine and cannot be adjusted to predetermined structure of things. There is a vast distance between the present and the potential future shape of things. True education cannot be based on any established system of things and should not be regarded as an instrument of molding individuals into a particular shape. True education should enable people realize their real selves in their individual capacities. Love makes us understand

others. When there is love it is articulated at once and there is no need for delivering long lectures to convince others. Religious bodies and the government should not be allowed to control education. Human life cannot reach its peak if we are educated on the basis of fragments of knowledge. An individual should be given full freedom to reach his maximum potential without being should enable the child to become a complete person and perceive life in its entirety. In other words, the child should not be compelled to follow the traditional ideals. Instead it should be allowed to create new values and help others to realize themselves. The world is facing a crisis today and this is the consequence of the current system of education. If we have to overcome this crisis, we have to give up our principles and ideals and squarely face the realities of the situation. We accept the things as they are and build the character of our children, sometimes use reward and punishment. This is like applying an undesirable force. A teacher who understands the complexities of a child's life will help them develop their personalities in the desired fashion. We should not impose our views on our children and stunt their growth. By doing so we are preventing the child from evolving into a healthy personality. If the child is to be freed from tensions that hamper growth, the atmosphere at the school should be similar to that of home.

THE SCHOOL

The right type of education should remove all those barriers that impede excellence in life. Big schools should be discouraged if the real purpose of education is to be achieved. Real education can be imparted only through small schools where the strength of the students in each class is limited to manageable proportions and individual attention is given to each child. In a class with limited strength, the teacher will be more concerned with his students interacting with them on an individual basis and helping them to reach their maximum potential. Work should be distributed to teachers according to their interests, aptitudes and abilities. Every teacher should make sincere efforts to understand the background of each child as that helps a lot in providing the desirable direction to the child. A big load of books should be avoided in school. The co-curricular activities should be conducted in democratic manner where participation of all the children and teacher is made obligatory. Each student in the school should be provided with the necessary guidance, as this guidance will enable the child not to acquire a capacity for self-direction. If the education is to serve its intended purpose, the teacher should lead the student to understand the truth and purpose of life, and help the student in his search for truth.

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