

e-IJEAS

e-Journal of NSS Training College, Ottapalam

Volume 3, Issue 1 – June 2022

IN PAGES

Title of Paper	Pages
<i>About the Journal</i>	2
<i>Editor's words</i>	3
<i>Determinants of Life Satisfaction of College Teachers: An Empirical Study Among College Teachers of Calicut University</i> <i>Authors:</i> Dr. Minikumari D & Binusha K	4 – 17
<i>Analysis of Self-Directedness Among Secondary School Students of Kerala With Respect to Locale and Type of Management of The School</i> <i>Author:</i> Dr. Lekshmi V	18 – 22
<i>Practice of Constructivism in English Language Teaching Among Higher Secondary School Teachers of Kerala State: An Analytical Study</i> <i>Authors:</i> M.V. Mohammed Shiyas & Dr. Sankaranarayanan Paleeri	23 – 32
<i>Emotion Regulation as Depicted in Chapter Two of Bhagavad Gita</i> <i>Authors:</i> Bini T.V. & Dr. Seema Menon K.P.	33 – 35
<i>A Criticalanalysis of xi Standard English Textbook of Kerala State With Special Reference to Literary Skills and Vocabulary Among Students.</i> <i>Authors:</i> SIJI K & Dr. SUNIL KUMAR A.S.	36 – 38

Published by: NSS Training College, Ottapalam, Kerala, India

Volume 3, Issue 1 – June 2022

© NSS Training College, Ottapalam

ABOUT THE JOURNAL

e-IJEAS is a peer-reviewed Inter Disciplinary e-Journal Published by NSS Training College, Ottapalam. This journal aims to publish innovative and quality papers in a wide range of topics diverse and subjects. The journal also intends to help researchers, scholars, students and everyone else who are interested in academic research activities, in publishing papers on various issues across multiple disciplines. This journal invites original contributions as well as Review articles in important methodological and substantive areas in education, humanities, social sciences.

The Journal, started in 2020, is published twice a year. One issue during January to June, and another issue during July to December.

JOURNAL DETAILS :

Title	e-IJEAS (Interdisciplinary e-Journal of Education and Allied Subjects)
Frequency	Half-yearly
ISSN	Not assigned
Publisher	Principal, NSS Training College, Ottapalam.
Chief Editor	Dr. Seema Menon K.P.
Copyright	NSS Training College, Ottapalam.
Starting year	2020
Subject	Education and Allied Subjects
Language	English
Publishing Format	Online
Phone no.	0466-2244359
Email id	nsstcottapalam@gmail.com
Mobile no.	9447455051
Website	https://www.eijeasnsstc.in/
Address	NSS Training College, Ottapalam, Kerala – 679 101
Author Guidelines & Submission details	https://www.eijeasnsstc.in/guidelines.php
Plagiarism policy	https://www.eijeasnsstc.in/guidelines.php

EDITORS WORDS

Dr. Seema Menon K.P

Editor-in-Chief

Associate Professor,

NSS Training College, Ottapalam, Kerala.

I am pleased to welcome you all to the fourth edition of this e-journal, Volume 3 Issue 1, June 2022. This e-journal intends to provide research knowledge and opportunities, for research scholars, teachers and students in the area of education.

In line with the theme of education, this issue of e-IJEAS focuses on various educational matters. Scholarly papers of this issue focuses on Life satisfaction, English language, Self directedness and Emotional regulation.

As the Editor in Chief of e-IJEAS, I am thankful and wish to express my gratitude to all contributors for their time, effort and valuable thoughts and supporting us in the preparation of this issue. I also express my thankful gratitude to all, who have extended their helping hands in their different capacities for the preparation of this issue.

Constructive suggestions for the development of this e-journal are always welcome.

Dr. Seema Menon K.P

Editor-in-Chief, e-IJEAS

Ottapalam,

20th June 2022

DETERMINANTS OF LIFE SATISFACTION OF COLLEGE TEACHERS: AN EMPIRICAL STUDY AMONG COLLEGE TEACHERS OF CALICUT UNIVERSITY

Dr. Minikumari D* & Binusha K**

*Asst. Prof. in Education (Mathematics), NSS Training College, Ottapalam

** M Ed student, NSS Training College, Ottapalam

Abstract

The life satisfaction of college teachers is being influenced by a host of factors. The government college teachers are found to have an added advantage in terms of academic status and life satisfaction. This assumes overwhelming importance as it is having a strong bearing upon the future of students which is moulded by teachers. The only variable 'year of teaching experience' is found to have lack of statistical support. Rests of the variables such as age, education, employment of spouse, health, college, net salary and job satisfaction are found strongly determine the life satisfaction of college teachers.

Introduction

Life satisfaction can be defined as the cognitive component of subjective well-being (Martikainen, 2008), which reflects both the extent to which basic needs are met and the extent to which a variety of other goals are viewed as attainable. From this perspective it seems only reasonable that by accomplishing more goals, satisfaction with life will also increase. Life satisfaction is related to better physical, and mental health, longevity, and other outcomes that are considered positive in nature (Beutell 2006). Veenhoven (1991) defined "Life satisfaction is conceived as the degree to which an individual judges the overall quality of his life-as-a-whole favourably."

There are various factors influencing life satisfaction. The most frequently used factors are income, subjective health, education, religion, social support and marital status etc. The influence of work-related conditions (employment status, type of employment and job satisfaction) are also important determinants of life satisfaction.

Income is probably one of the most extensively examined determinants of life satisfaction. According to Seghieri, Desantis & Tanturri (2006) it is assumed that high levels of income are implicitly associated with high levels of well-being. They say that macroeconomic theory states that, as income and consumption increase, a greater number of needs can be satisfied, and, by definition, a higher level of well-being can be attained. Yet, some scholars argue that above a certain level, income does not have an extra effect on life satisfaction, since basic needs have been fulfilled and income has no real utility beyond that (Schyns, 2002). This reasoning, which is a clear illustration of the law of diminishing marginal utility, is supported by Deaton (2008), who argues that data from the World Values Survey as well as data from the Gallup World Poll reveal a particularly strong relationship between income and life satisfaction among 'low-income' countries, but a virtually non-existent one among the 'highest-income' countries. Because of the dissimilar composition of the two surveys an inconsistent pattern is

found for 'moderate-income' countries. The good physical health is associated with higher levels of life satisfaction (Mroczek & Spiro, 2005). Brief, Butcher, George & Link (1993), however, argue that perceived health appears to have a strong relationship with subjective well-being.

Diener, Suh, Lucas & Smith (1999) shows significant correlations between education and subjective well-being have often been found. They say that education may affect subjective well-being by allowing individuals to make progress towards their goal or to adapt to changes. Individuals who attained relatively higher levels of education and income also experience greater life satisfaction because they appear to be more optimistic in their outlook on life and have more realistic expectations for life in general (Light, Hertsgaard & Martin, 1985). Religiosity also influences life satisfaction. According to Dorahy, Lewis, Schumaker, Akuamoah-Boateng, Duzé & Sibiya (1998) research findings with regard to the relationship between religiosity and life satisfaction have generally shown a positive relationship. They say that correlations have been found between life satisfaction and religious attitude, church attendance, closeness to God, divine experiences during prayer, and time spent on religious activities. Religious experiences may offer a sense of meaning in daily life and during major life crisis. Social support or good and close relationships with other people – partners and spouses, parents and children, kinsmen, friends, neighbours and workmates – are a major source of life satisfaction (Haller & Hadler, 2006). The married individuals consistently report greater subjective well-being than never-married individuals, who in turn report greater subjective well-being than previously married individuals (i.e. divorced, separated, or widowed). Employment status and job satisfaction influences life satisfaction of people. Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Although the relationship between job satisfaction and life satisfaction has been examined extensively in the literature, results have more than often been inconsistent and inconclusive. According to Tait, Padgett & Baldwin (1989) it is generally assumed that job satisfaction and life satisfaction should be related to one another, because for many people, work is a significant and central aspect of their lives in terms of both time and emotional involvement.

Significance of the Study

At the international level, there are numerous studies in the literature which focused on life satisfaction and its determinants among the people. But the studies are scarce in the literature related to life satisfaction among college/university teachers. The college and university faculties are the backbone of knowledge creation of educational system in India. They have a noble position in the society and are being revered by everyone. Hence their life satisfaction is presumed to be high compared to rest of the people. In this backdrop, some researchable questions arise. Are they satisfied in their life? Is income or salary alone a criterion for determining their happiness? Apart from income or salary, what are the other factors influencing their life satisfaction? A fact check-up reveals that there are welters of issues plaguing them. Firstly, the criteria stipulated by the Higher Education Department for calculating the mandatory work load of teachers are erroneous and arbitrary. Secondly, the recent restructuring of the workload by scrapping of weightage of considering each single hour taught in post graduate class as one and half hours, taking into account the preparations and strain of faculties handling post

graduate classes is a body blow to divinity, sanctity and solemnity of teaching profession. Apart from this, this has made inroads on both the faculties who are in the service, but waiting for approval for those who are in the ranked list and waiting for appointment. No appointment is likely for the ensuing ten years if the order in this regard is not reversed. Thirdly, it would pave the way for the abolition of departments having single faculties. Fourthly, the decision has been taken unilaterally without any sort of prior consultation with organizations of the college teachers. Fifthly, litigation is going on in the court regarding the lack of implementation of 7th pay even though order came into vogue in the year 2016. Sixthly, even within the higher education, discrepancy and discrimination are found on the execution of 7th pay such that it has already been implemented for the faculties of engineering colleges, but is still in cold storage for the faculties of Arts and Science colleges. Hence it is essential to understand their life satisfaction and how their socio-economic and work status influences overall life satisfaction. This study is a humble attempt to this issue.

Review of Literature

Life satisfaction received much attention among scholars. The relations between Income and Life Satisfaction became an important area of study in the early nineties (Diener, E et al 1993). Rode, Joseph Charles (2002) examined a job and life satisfaction model that included both environmental conditions and personality measures within a longitudinal framework and national representative sample to better understand the relationship of job satisfaction and life satisfaction over time. Andrew (1974) states life satisfaction symbolizing an overarching criterion or ultimate outcome of human experience. Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. Lio et.al. (1990) analysed nine life satisfaction variables such as satisfaction with relations, hobbies, place of residence, health conditions, physical fitness and health and overall satisfaction with one's life situations. Douthitt et.al. (1992) reported that economic variable significantly influenced economic and non-economic domains of life. Maynard (1993) reported as the number of occupational roles increased, life satisfaction tended to decrease. Richard A. (1995) observed along with income, health also became associated with life satisfaction. High satisfaction suggests that the quality of life, in the population concerned, is good. Low satisfaction on the other hand marks serious shortcomings of some kind. Ernst Kossek, E. et al (1998) studied the relationship among work–family conflict and job and life satisfaction and found a consistent negative relationship exists among all forms of work-family conflict and job–life satisfaction. This relationship was slightly less strong for family to work conflict. Cribb (2000) found in his study the people become more satisfied with their lives, as they get older. This could be that as we age, we come to realize that most of the important things in life. Husain and Sharma (2001) found that working husband of working wives were more satisfied than working husband of house wives. House wives were found to be significantly more satisfied than working wives. Further, working husbands were more satisfied than working wives. Manikandan and Jayan (2006) found that different age groups did not differ significantly with respect to job satisfaction and organizational commitment. Saveri (2009) found significant differences were found between aided and government, rural and urban, married and unmarried school teachers in their extent of job satisfaction. The study revealed a positive relationship between job satisfaction and life

satisfaction and a significant association between job satisfaction and total number of years of teaching experience was also found. The majority of teachers exhibited a moderate level of job satisfaction and life satisfaction. Sridevi (2011) found significant difference in job satisfaction among the teachers with respect to their gender, locale and type of institution. The study revealed that the majority of the teachers expressed moderate level of job satisfaction and the teachers working in aided institutions were highly satisfied with their job than the teachers of unaided and government institutions. No significant differences were found in the job satisfaction of the teachers with respect to gender and length of service. Muthamizhselvan, M and Kumar,L (2017) found that the demographic variables, gender, area of school, medium of school, type of school, teaching subject, teaching experience, marital status and type of family was not significantly related to life satisfaction of the secondary school teachers. Yan Qiao and Che Lina (2019) found the significant differences in life satisfaction of rural teachers under different gender, teaching age, professional titles, and marital status factors.

METHODOLOGY

Sample and Sampling Method

The study has been based on sample survey conducted among different colleges in Calicut University. The sample size is determined by the sample size formula. Simple random sampling method has been used to find out the colleges and sample college teachers from Calicut University. Out of 480 affiliated colleges of Calicut University, six colleges were selected, including two governments, two aided and two self-financing colleges. The colleges were identified from official website of Calicut university. By using simple random sampling method, the researcher picked 213 sample college teachers from these six colleges. The selected colleges are Government Victoria college Palakkad, MES Kalladi college Mannarkkad, Government Arts and Science College Malappuram, NSS College Manjeri, Gems Arts & Science College, Ramapuram, Malappuram and Najath Arts & Science College, Mannarkkad, Palakkad.

Data Collection Technique

The study has used the structured questionnaire to collect the information from the college teachers. The questionnaire has incorporated Likert scale variables but also nominal and ratio scale variables. The internal consistency of Likert scale questions has been verified and qualified by using Cronbrach Alfa. The values Cronbrach Alfa is greater than 0.9 for all Likert scale variables.

Econometrics Method

One of the important objectives of this study is to find-out the determinants of life satisfaction of college teachers. In social science, linear regression model is an important method commonly used to measure impact of independent variables on dependent variable. Hence, we applied Multiple Linear Regression Model to find-out the determinants of life satisfaction by taking life satisfaction as dependent variable and age, education, employment of spouse, health, type of college, and years of experience, net salary and job satisfaction are as independent variables.

The estimated Multiple Linear Regression Model has specified as

$$S_L = \beta_1 + \beta_2 \text{Age} + \beta_3 \text{Edu} + \beta_4 \text{Emp} + \beta_5 \text{H} + \beta_6 \text{Co} + \beta_7 \text{Y} + \beta_8 \text{N} + \beta_9 \text{J} + U \dots\dots\dots (1)$$

The equation (1) is linear regression model and is estimated by using Ordinary Least Square Method (OLS). In this model β_1 is intercept, $\beta_2, \beta_3, \beta_4, \beta_5, \beta_6, \beta_7, \beta_8, \beta_9$ are regression coefficients.

The value of β_1 will tell us what the average life satisfaction is keeping impact of all other variables is zero. The value of β_2 is the impact education of teacher on life satisfaction; the value β_3 measures impact of education of teacher on his/her life satisfaction; β_4 tells us the impact employment of spouse on life satisfaction of college teacher; β_5 measures the impact health status of teacher on his life satisfaction; β_6 is the measurement of the impact of type of college on life satisfaction; the value of β_7 is the effect of teaching experience on life satisfaction; β_8 will measure the effect of net salary of teacher on his/her life satisfaction; β_9 will measure the effect of job satisfaction of teacher on his/her life satisfaction.

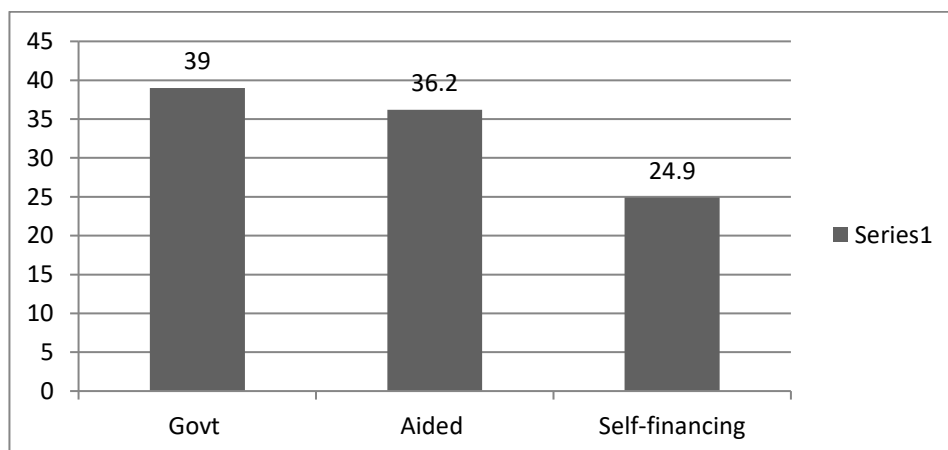
Result and Discussion

The primary aim of this project is to examine the patterns and determinants of life satisfaction of college teachers by giving special reference to the teachers of Calicut University. This part of the paper is divided into two sub themes. The first part discusses comparison of academic status of teachers across colleges. The second part discuss the life satisfaction and its determinants among college teachers.

Academic Status of College Teachers: A Comparison

Before having a meticulous discussion on pattern of life satisfaction, it is worth examining to analyse the academic status of teachers which mainly comprises of type of colleges, designation, duration, salary etc. It can be ascertained from figure 4.1 that largest percentage of college teachers is from government colleges (39%) and then aided (36.2%) and self-financing colleges (27%) respectively. However, there is no significant difference in the aided and government colleges.

Figure 1: Distribution of Teachers by College



Source: Primary data

Table 1: Academic Status of College Teachers

	Department				Designation		
	Science	Social science	Commerce	Others	Assistant Professor	Associate Professor	Guest Lecture
	%	%	%	%	%	%	%
Government	18.1	36.1	37.3	8.4	92.8	7.2	-
	(15)	(30)	(31)	(7)	77	6	-
Aided	22.1	48.1	15.6	14.3	74.0	20.8	5.2
	(17)	(37)	(12)	(11)	(57)	(16)	(4)
Self-financing	24.5	37.7	28.3	9.4	62.3	9.4	28.3
	(13)	(20)	(15)	(5)	(33)	(5)	(15)
All colleges	21.1	40.8	27.2	10.8	78.4	12.7	8.9
	(45)	(87)	(58)	(23)	(167)	(27)	(19)

Source: Primary data

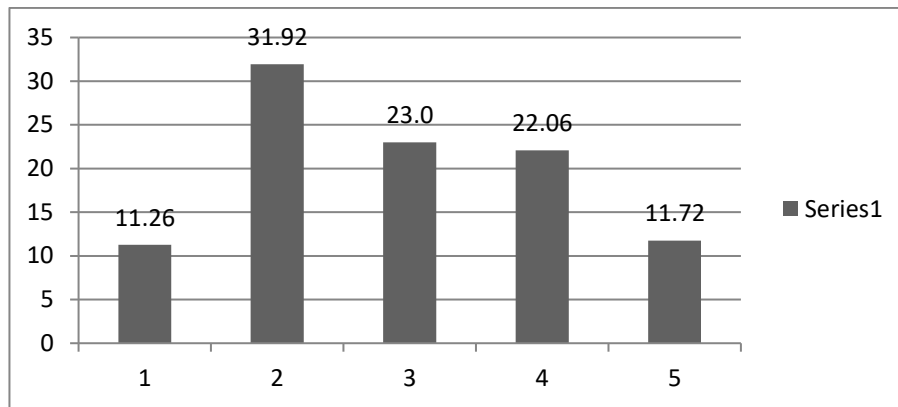
Note: Figure in the bracket is number of respondents

Table 1 shows the academic status of college teachers across types of colleges. It is found that in government colleges, largest percentage of teachers is working in commerce (37.3%) and social science departments (36.1%). As regards aided (48.1%) and self-financing colleges (37.1%), largest numbers are found in social science departments. The designation wise analysis shows that 78.4 per cent are working as Assistant professors followed by Associate professors. The largest numbers of Assistant professors are found employed in Government College (93%) whereas largest numbers of associate professors are working in aided colleges (21%). It is in self-financing colleges that largest numbers of guest lectures are working (28.3%). An overall comparison shows the predominance of social science department in the absorption of college teachers and that majority is assistant professors working in colleges.

Life Satisfaction of College Teachers

In this section, study evaluated the life satisfaction of college teachers. By life satisfaction, we mean the feeling within the mind taking into account the socio-economic conditions surrounding the individual. The life satisfaction among faculties is the most crucial parameter which influences their extent of wellbeing. One of the key objectives of this study is to examine the pattern of life satisfaction of college teachers and it varies across colleges. In this study, life satisfaction is measured in a 1-5 Likert scale, which is a standard scale of measurement commonly followed in the existing studies. While 1 stands for 'not at all satisfied', 2 'somewhat satisfied', 3 stands for 'moderately satisfied', 4 stands for partially satisfied, 5 stands for 'fully satisfied'. The figure 2 shows that majority (32 per cent) are 'partially satisfied' in their life. It is also found that 11 per cent of the respondents are 'fully' satisfied and 'not at all satisfied' in terms of their satisfaction derived from life.

Figure 2: Percentage distribution of Life Satisfaction of College Teachers



Source: Primary data

A disaggregated analysis of life satisfaction across three categories of teachers is depicted in table 2. It shows that in Government College, majorities (39 per cent) are ‘less satisfied’ and 28% are not at all satisfied in their life. But in aided (46 per cent) and self-financing colleges (60 per cent), most of them are ‘partially satisfied’ in their life. From this cross tabulation, it could be derived that there is variation in the distribution of life satisfaction across colleges. The impact of type of college on life satisfaction will be examined in the section of the project

Table 2: Life Satisfaction across Colleges

College	Number	Life Satisfaction (1- 5 Likert Scale)					Total
		1	2	3	4	5	
Govt	N	0	1	27	32	23	83
	%	.0%	1.2%	32.5%	38.6%	27.7%	100.0%
Aided	N	5	35	21	14	2	77
	%	6.5%	45.5%	27.3%	18.2%	2.6%	100.0%
Self-financing	N	19	32	1	1	0	53
	%	35.8%	60.4%	1.9%	1.9%	.0%	100.0%
Total	N	24	68	49	47	25	213
	%	11.3%	31.9%	23.0%	22.1%	11.7%	100.0%

Source: Estimated from primary data

Table 3: Chi-Square Tests Results

	Value	df	P Value
Pearson Chi-Square	146.2	8	.000
Likelihood Ratio	177.146	8	.000
Linear-by-Linear Association	114.974	1	.000
N of Valid Cases	213		

Source: Estimated from primary data

Table 3 shows results from chi-square. It proves that the life satisfaction among faculties across three categories of respondents is highly differed to each other which manifest itself from and high chi square values and the probability value being 0.000 implying that null hypothesis is rejected. It was in government colleges that the life satisfaction among faculties is higher compared to other colleges. It must have been the fresh air of academic freedom and lesser official formalities that the faculties from govt colleges are enjoying.

Determinants of Life Satisfaction of College Teachers: Results from Multiple Linear Regression Model

Now the question is arising about the determinants of life satisfaction of college teachers. How these discussed factors are impact on life satisfaction of college teachers. What kind relationship between above discussed variables and life satisfaction. Hence, in this section, the study attempted empirically verifies the determinants of life satisfaction of college teachers. Accordingly, it was intended to measure the determinants and impact of the independent variables on life satisfaction of college teachers. For this multiple regression model was used by taking eight independent variables. The study applied Multiple Linear Regression Model to find-out the determinants of life satisfaction by taking life satisfaction as dependent variable and age, education, employment of spouse, employment of spouse, health, college, years of experience, net salary and job satisfaction are as independent variables. The definition and description of the variables are given in the table 4.

Table 4: Definition and Description of the Variables

Variables	Description of the variables	Definition of variables
SL	Life satisfaction of college teacher	It is measured in a 1-5 Likert scale
Age	Current age of college teacher	It is measured as Continuous variable
Edu	Educational qualification of college teacher	It is a dummy variable assigned value 1= if teacher holds PG&PhD;0= if teacher holds only PG
Emp	Employment status of Spouse	It is a dummy variable assigned value 1= if spouse working;0= if spouse not working
H	Health status college teacher	It is measured in 1-5Likert scale
Co	The College in which teacher is working	It is a dummy variable assigned value 1= if teacher is working in Govt. college.;0= if teacher is working either in Aided or Self-financing college
Y	Total years of service in the college	It is measured as Continuous variable
N	Net salary of college teacher	It is measured as Continuous variable
J	Job satisfaction of college teacher	It is measured as dummy variable by assigning value 1=highly satisfied, 0=not satisfied and moderately satisfied
U	Error Term	It captures all omitted variables, which may influence on life satisfaction.

Source: Author's measurement

The description and descriptive statistics of the dependent and independent variables are summarized in table 5.

Table 5: Descriptive Statistics of the Variables

Variable description	Mean	Std. Deviation
Life satisfaction (Likert scale)	2.910	1.207
Age (Continuous variable)	40.67	6.765
Education(1=PG&PhD;0=PG)	.66	.472
Employment of Spouse (1=working;0=not working)	.737	.441
Health (Likert scale)	2.00	.792
College(1=Govt.;0=others)	.389	.488
Total years of service (Continuous variable)	10.436	5.486
Net salary (Continuous variable)	624	28297.95
Job satisfaction (1=highly satisfied, 0=not satisfied and moderately satisfied)	.112	.322

Source: Estimated from primary data

Multicollinearity Diagnostic Test Results for Independent Variables

One of the important assumptions of linear regression model is no correlation between independent variables in the regression model. If this assumption is violated, there is the problem of multicollinearity. It means the correlation between independent variables in the regression model. Multicollinearity problem is one of the most serious challenges in multiple regressions. The existence of multicollinearity will lead to high standard error, results of committing type II error. I.e.; accepting null hypothesis when it is false. Hence this study estimated multicollinearity problem by using tests of Tolerance and its reciprocal, called Variation Inflation Factor (VIF). For instance, if the value of Tolerance is less than 0.2 greater than 0.1 and simultaneously, the value of Variation Inflation Factor (VIF) is greater than 4. If the value of Tolerance is near zero and value of Variation Inflation Factor (VIF) is above 10, it is generally considered as the problem of multicollinearity. The estimated test results of Tolerance and VIF is reported in table. It is found from the table that all values of Tolerance and VIF is above the limits of Tolerance and VIF (i.e., Tolerance values are greater than zero and VIF values are not greater than 4). Hence the regression results have no problem of multicollinearity.

Table 6: Multicollinearity Diagnostic Test Results for independent variables

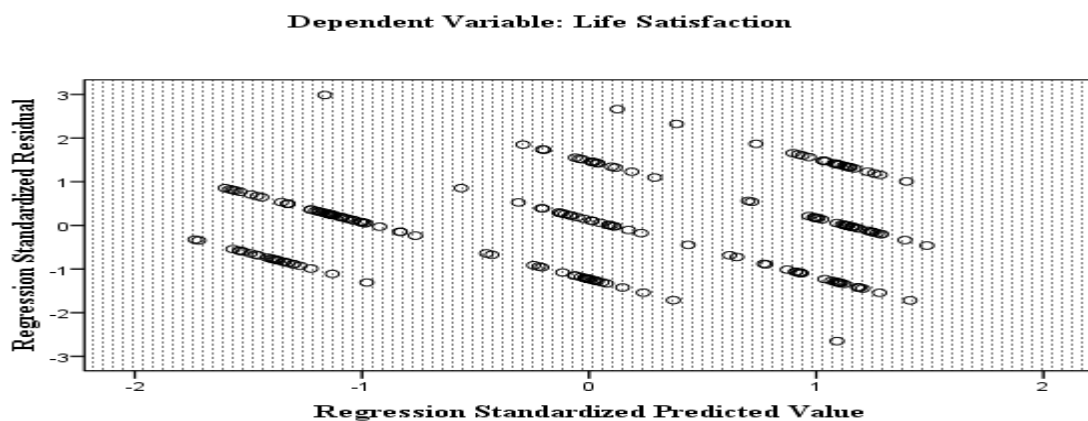
No	Variables	Multicollinearity Statistics	
		Tolerance	VIF
1	Age (Continuous variable)	.292	3.205
2	Education(1=PG&PhD;0=PG)	.446	2.245
3	Employment of Spouse (1=working;0=not working)	.458	2.182
4	Health dissatisfaction (Likert scale)	.930	1.076
5	College(1=Govt.;0=others)	.680	1.470
6	Total years of service (Continuous variable)	.219	3.419
7	Net salary (Continuous variable)	.255	3.927
8	Job satisfaction (1=highly satisfied, 0=not satisfied and moderately satisfied)	.895	1.117

Source: Derived from Multiple Linear Regression Estimation

Heteroscedasticity Test Results

Linear regression models estimated via Ordinary Least Squares (OLS) rest on several assumptions, one of which is that the variance of the residual from the model is constant and unrelated to the independent variable(s). Constant variance is called Homoscedasticity, while non-constant variance is called Heteroscedasticity. The problem of Heteroscedasticity will lead to the loss of the Best Linear Unbiased Properties of Estimators. Hence, the study estimated Heteroscedasticity problem by using scatter plot. The scatter plot between regression standardized residuals and regression standardized predicted values of dependent variable is one of the methods used to understand the problem of Heteroscedasticity. The standardized residuals on the Y-axis and the standardized predicted values of the dependent variable on the X-axis are given. The Figure 4.7 did not show any pattern in the variance of the residuals, meaning that we appear to have evidence of the absence Heteroscedasticity.

Heteroscedasticity Test Results



Estimated Results of Multiple Linear Regression

In this part, the study empirically finds the determinants of life satisfaction of college teachers. The estimated results are presented in the table 7. Table includes the variable names, regression coefficients, standard error, t test statistics and corresponding probability. It is also measured the R² value to find goodness of fit and F test for comparing explained sum of square and residual sum of squares.

Table 7: Multiple Linear Regression Results

Variables	Coefficient	Std. Error	t	P Value
(Constant)	2.221	.493	4.505***	.000
Age (Continuous variable)	-.026	.016	-2.559*	.091
Education(1=PG&PhD;0=PG)	.760	.154	4.922***	.000
Employment of Spouse (1=working;0=not working)	.749	.163	4.591***	.000
Health dissatisfaction (Likert scale)	-.107	.063	-1.692*	.092
College(1=Govt.;0=others)	.939	.121	7.780***	.000
Total years of service (Continuous variable)	.009	.026	.340	.734
Net salary (Continuous variable)	6.91	.000	2.020**	.045
Job satisfaction (1=highly satisfied, 0=not satisfied and moderately satisfied)	0.71	.131	5.474***	0.000
R²	0.70	Adjusted R²	0.77	
F Statistic (ANOVA)	58.09	P Value	0.000	

Source: Estimated from primary data

*** 1 percent level of significance, ** 5 percent level of significance, * 10 percent level of significance

Regression results are given in table 7. Regarding the variable ‘age’ it is found an inverse association between ‘life satisfaction’ and ‘age’ implying that higher the age, lesser the life satisfaction of the teachers which is similar to the findings from the existing literature. Rise in age may bring about rise in ailments too which naturally deters life satisfaction. The variable is significant at 10 per cent level of significance.

As far as ‘education’ is concerned, there is a significant positive association between ‘education’ and ‘life satisfaction’. Higher the educational qualification, higher will be the satisfaction from life. Similar positive trend is also observed in terms of the variable ‘education of the spouse.’ Both ‘education’ and ‘education of the spouse’ are statistically significant at 1 per cent level. Education enlarges mental horizon, freedom and confidence and pride of place in the society in which they are living. Unsurprisingly, such positivity enlarges satisfaction.

The variable 'health dissatisfaction' is inversely related to 'life satisfaction.' As health dissatisfaction decreases, the average satisfaction from life increases. The presence of health issues keeps us in low ebb which dispirits our power of initiative and freedom. This is having a detrimental impact on life satisfaction.

Regarding the variable 'college', it is found that if the respondent is working in Government College, the satisfaction from life rises compared to aided and self-financing college teachers. The probability value 0.000 which is significant at 1 per cent level. Faculty of a government college is appointed on meritocracy whereas in most of the aided colleges, appointment is done by the management which is vexed with financial issues. But in self-financing colleges, less salary invariably pulls the satisfaction of the faculties downwards.

The variable 'years of service' was not found statistically significant due to the low 't' value corresponding high probability value.

The variable 'net salary' is found a positive impact on life satisfaction which has statistical support as the probability value is significant at 5 per cent level of significance. In other words, higher the 'net salary' of the teacher, higher the life satisfaction among teachers. The periodical pay revision of the teachers heightens their salary which is strongly associated with life satisfaction. In the literature, the variable 'income' is found to be the primary determinant of life satisfaction.

As far as job satisfaction is concerned, the regression results found the significant positive relationship between life satisfaction and job satisfaction. That is, compared to lower job satisfied teachers, the average score of satisfaction is high among the teachers who reported highly satisfied. No wonder, job satisfaction and life satisfaction are inextricably tied up each other.

R square tells us the impact of explanatory variables on dependent variable. In this study, R square value is 0.70 which implies that 70 percentage of variation in dependent variable is explained by afore said seven independent variables. Adjusted R square is percentage variation in dependent variable as a result of percentage variation in independent variable after adjusting degrees of freedom (n-1).

F statistic is used here to find-out the goodness of fit of the fitted model. In other words, whether any significant difference in mean Explained Sum of Squares (ESS) and Residual Sum of Squares (RSS) in explaining life satisfaction. F test results show the statistically significant difference between them. Hence the fitted model is statistically reliable and good model.

Conclusion and Implications

The study unvaryingly showed that the life satisfaction and job satisfaction of college teachers is being influenced by a host of factors. The government college teachers are found to have an added advantage in terms of academic status, socio-demographic features and job satisfaction. This assumes overwhelming importance as it is having a strong bearing upon the future of students which is moulded by teachers. The only variable 'year of teaching experience' is found to have lack of statistical support. Rests of the variables strongly determine the life satisfaction of college teachers. The extant study reverberates some chilling reminders. The fact that the college teacher irrespective of being Government or private is shorn of 'full' job satisfaction and

life satisfaction is to be considered with much concern. The teachers belonging to higher education are the game changers at the hands of students who become 'eligible' for stepping into labour market. This assumes sovereign significance especially in the context of Kerala. The state is vexed with bewildering issue of educated unemployment which signifies candidates having sufficient qualification, but without having a job in the labour market. If such candidates are nurtured and moulded by teachers who have neither life satisfaction nor job satisfaction to its fullest extent, this is likely to intensify the present plight of students. The lack of sufficient vocational courses in the state also compels students to fly to neighbouring states/countries which, macro-economically, speaking not only erodes the human capital of the source country but strips of presumed economic gains. In New Zealand, teaching has been construed as a sacrosanct profession and so teachers are handsomely paid. This is having a positive spill over effect upon the citizens which in turn contributes towards the fecundity of the country. The state of Kerala should take a cue from this and replicate it so that the teachers at higher education scenario not only can heave a sigh of high life satisfaction and job satisfaction but also can shape students of high intellect and good vision which is, in the long run, is having a salubrious impact on the progress of the nation.

Reference

- Abidin Dağlı1 and Nigah Baysal (2017): Investigating Teachers' Life Satisfaction Universal Journal of Educational Research 5(7): 1250-1256, 2017 <http://www.hrpub.org> DOI: 10.13189/ujer.2017.050717.
- Atreya, J.S. (1989). A Study of Teachers Values and Life Satisfaction in relation to their Teaching Effectiveness at Degree College Level', *Ph.D. Thesis, Agra University*.
- Best John, W., & Khan, James, V. (2008) Research in Education, Tenth Edition, New Delhi. Prentice Hall of India Private Ltd.
- Brown, D. (1985). The Dictionary of Life. Biblical Wisdom for everyday living London, Sidgwick and Jackson.
- Chambers, S.K.B. (2010). Job Satisfaction among Elementary School Teachers. *ProQuest LLC, Ed.D. Dissertation*, The University of North Carolina at Chapel Hill.
- Chaudhary, N. (1995). A comparative Study of Issues and Job Satisfaction among Lady Teachers of Different Type of Primary Institutions. *Ph.D. (Edu.), C.S.J.M. University*.
- D Muthamizhselvan, M and Kumar,L (2017) : Life satisfaction of secondary school teachers, International Journal of Multidisciplinary Research and Development Online ISSN: 2349-4182, Print ISSN: 2349-5979 Impact Factor: RJIF 5.72 www.allsubjectjournal.com Volume 4; Issue 9; September 2017; Page No. 55-58
- Haller, M. & Hadler, M. Soc Indic Res (2006) 75: 169. <https://doi.org/10.1007/s11205-004-6297-y>
- Diener, E., Emmons R.A., Larsen R.J., & Griffin S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.
- Diener E, Suh, E, Lucas, R.E. and Smith H.E. (1999). Subjective wellbeing: Three decades of progress. *Psychological Bulletin*, 125, 276-302
- Diener, E. and Oishi, S. (2000) Money and Happiness Income and Subjective well-beingness across nation. In E. Diener and E.M. Suh Subjective wellbeing across cultures. Cambridge MA: MIT Press.
- Diener E, Emmons RA, Larsen RJ, Griffin S 1985. The satisfaction with life scale. *Journal of Personality Assessment*, 49(1): 71-75.

- Diener, E. (1990). Issues in defining and measuring subjective well-being. Manuscript submitted for publication.
- Diener, E. (1994). Assessing subjective well-being: progress and opportunities. *Social Indicators Research*, 31(2), 103-157. <http://dx.doi.org/10.1007/BF01207052>
- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125, 276–302.
- Diener, E., Suh, E., & Oishi, S. (1997). Recent findings of subjective well-being. *Indian Journal of Clinical Psychology*, 24, 25-41.
- Eagly & Dr. A. C. Lal Kumar, “Life Satisfaction of Higher Secondary School Teachers”, *International Journal of Interdisciplinary Research in Arts and Humanities*, Page Number 43- 46, Volume 1, Issue 1, 2016.
- Garrett, Henry & Wood Worth, R.S. (2008). *Statistics in Psychology and Education*, Surjeet Publications Ltd, New Delhi.
- Guilford. J.P (1956) “Fundamental Statistics in Psychology and Education” New York, Mc Graw Hill Book Company Inc.
- Fujita, F. (2005). Life Satisfaction Set Point: Stability and Change. *Journal of Personality and Social Psychology*, 88, 158–164.
- Kumar P (2013) Development of job satisfaction scale for health care providers. India: NIHFV Unpublished.
- Kumar P (2013) Development of job satisfaction scale for health care providers. India: NIHFV Unpublished.
- Lavinga (1979). A Study of Job Satisfaction among Clerks of Saurashtra University. *Journal of education and Psychology*, 394(4) 259-61
- Lokesh Koul (1990) *Methodology of Educational Research* (2nd Ed) New Delhi, Vikas Publishing house Pvt. Ltd.,
- Khurana, V. (2013). Organizational Climate and Job Satisfaction of Teachers in Schools, *Research Analysis and Evaluation*, 4 (40), 21-22.

ANALYSIS OF SELF-DIRECTEDNESS AMONG SECONDARY SCHOOL STUDENTS OF KERALA WITH RESPECT TO LOCALE AND TYPE OF MANAGEMENT OF THE SCHOOL

Dr. Lekshmi V*

*Assistant Professor, N.S.S. Training College, Ottapalam

Abstract

Self-directedness is very essential to lead a harmonious life in the 21st century since the 21st century demands coping skills like self-direction, collaboration, communication, leadership, creativity, professionalism, critical thinking, ICT skills, information literacy, media literacy and social responsibility to the citizens who are the digital natives. Present study analyses the self-directedness among secondary school students of Kerala. Present study was conducted among 296 secondary school students of Kerala using Self directedness Assessment Test. Percentage analysis, t-test and ANOVA are used to analyse the data. From the analysis, it is found that majority of secondary school students have average Self directedness and the Self directedness among secondary school students is independent of locale and type of management of the school.

Introduction

The transformation from an agrarian society to a digital society through industrial society resulted in tremendous changes in all aspects of life. New society demands skills referred as soft skills including personal, interpersonal and learning based skills such as life skills, people skills and social skills which focus on digital literacy. Self-direction, lifelong learning and collaboration are considered to be essential 21st century skills. Self-direction is a personality trait of self-determination, that is, the ability to regulate and adapt behaviour to the demands of a situation in order to achieve personally chosen goals and values (Cloninger, Svrakic and Przybeck, 1993). According to the prediction of futurologists, India will become the knowledge power in the upcoming years. In order to realise this goal, the human capital of our country has to be improved. We have to make our students competent for the 21st century and for harmonious life and for this we have to realise the level of 21st century skills among our learners.

Need and Significance

The 21st century demands certain skills on the citizens and these skills are self-direction, effective communication, cooperation, leadership and working and collaborating with groups. Self-directed learning, leadership skills, effective communication skills, collaborating and working with others are considered as important skills for 21st century (Ball, A., Joyce, D.H and Anderson-Butcher, A.; 2016). It is very essential to frame our children in order to lead a successful life in the 21st century. For this, it is necessary to understand the level of 21st century skills among the learners. Then only we can adopt proper measures to rectify the deficiencies. It is better to make changes from an early stage hence the investigator decided to study the school students. Self-directedness has a positive correlation with anger control, and cooperativeness (Aslan&Arkar;2016) and it is a predictor of career development (DeVos & Segers; 2016). In these aspects, self-directedness is essential for harmonious well-being of an individual. In order

to adopt rectifying measures, it is necessary to understand the effect of locale and type of management of the school. Hence the investigator decided to analyse the social skills among secondary school students with respect to locale and type of management of the school.

Hypotheses

1. The level of self-directedness among secondary school students is average
2. The self-directedness among secondary school students is independent of locality of the school
3. The self-directedness among secondary school students is independent of type of management of the school

Objectives

1. To develop and standardise Self-directedness assessment test for Secondary Level students
2. To analyse the level of self-directedness among secondary school students
3. To analyse the dependence of self-directedness among secondary school students on the type of management and locality.

Methodology

The investigator conducted survey among a sample of 296 secondary school students of Kerala using Self directedness assessment test (SDAT) developed and standardised by the investigator. The test consisted of 50 items. The sample is selected from rural, urban, government, aided and unaided schools of Kerala. Descriptive statistics, percentage analysis, t-test and ANOVA are used to analyse the data.

Analysis and Interpretation

The investigator administered Self directedness assessment test (SDAT) which is constructed and standardised by the investigator. The data collected from survey among a sample of 296 secondary school students is analysed in this section.

Descriptive Statistics on total score of Self directedness for the total sample

In this section, descriptive statistics for total score of self-directedness among secondary school students for the total sample is analysed. The following table gives the summary of results of descriptive statistics on self-directedness for the total sample.

Table 1

Descriptive Statistics on Self directedness for the total sample

Statistics	Value
Mean	85.68243
Median	84.5
Mode	78
SD	10.35508
Kurtosis	2.10669
Skewness	1.142489

It is evident from the above table that the mean score of total score of self-directedness for the total sample is 85.68 which indicate that 50% of the students have scored in the self-directedness skills 85.68 in the need analysis. The median score 84.5 indicates that 50% of the students scored less than 84.5 and 50% of the students scored above 84.5. The mode score of 78 indicates that the most repeated score in the total score of self-directedness skills is 78. The standard deviation value 10.36 indicates the variation of the scores from the mean, which is comparatively high. The value of skewness is 1.14 indicates that the distribution is positively skewed and the value of kurtosis which is 2.11 indicates leptokurtic nature of the distribution.

Percentage Analysis of total score of Self directedness for the whole sample

In this session percentage analysis of total score of self-directedness among secondary school students is done. The following table gives the summary of percentage analysis of total score of self-directedness among secondary school students for the whole sample.

Table 2

Percentage Analysis of total score of Self directedness for the total sample

Level	N	Percentage
High	42	14.19
Average	222	75.00
Low	32	10.81

Considering the total score of self-directedness, it is evident that 14.19% of the students have high self-directedness skills, 75% have average and 10.81% have low self-directedness.

From the above analysis, it is clear that 75% of secondary school students have average self-directedness.

Comparison of mean scores of self-directedness for the sub sample based on locality

In this section, comparison of mean scores of self-directedness for the sub sample based on locale is done. In order to compare the mean scores of self-directedness for the sub sample based on locality the following hypothesis is formulated.

Hypothesis 1: There is a significant difference in the mean scores of self-directedness among the rural and urban sample.

In order to test the above hypotheses, it is re-stated in the null form as:

H₀₁: There is no significant difference in the mean scores of self-directedness among the rural and urban sample.

Independent sample t test was used to test the above hypotheses, and the details are given in the following section.

Table:3

N, Mean, SD and t values for self-directedness for the sub sample based on locality

	Locality	N	Mean	Std. Deviation	t
Self-Directedness	Rural	110	87.02	12.922	1.71
	Urban	186	84.89	8.421	

From the above table it is evident that the obtained t value 1.71 is not significant even at 0.05 level. This indicates that there is no significant difference in the self-directedness of students belonging to rural and urban sample. Thus, the null hypothesis stating that there is no significant difference in the mean scores of self-directedness skills in the need analysis among the rural and urban sample is not rejected. Thus, it may be concluded that there is no significant difference in the self-directedness of the students belonging to rural and urban sample.

Comparison of mean scores of self-directedness for the sub sample based on type of management

In order to compare the mean scores of self-directedness for the sub sample based on type of school the following hypothesis is formulated.

Hypothesis 1: There is a significant difference in the mean scores of self-directedness among the sub sample based on type of school.

In order to test the above hypothesis, it is re-stated in the null form as:

H₀₁: There is no significant difference in the mean scores of self-directedness among the sub sample based on type of school.

ANOVA was used to test the above hypothesis, and the details are given in the following section.

Table:4

Summary of ANOVA for self-directedness among secondary school students for the sub sample based on locality

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	316.487	2	158.243	1.481	.229
Within Groups	31315.662	293	106.879		

(Not significant)

From the table it is evident that the value is not significant at 0.01 level. Thus, the null hypothesis stating that there is no significant difference in the mean scores of self-directedness in the need analysis among sub sample based on type of management is not rejected. It can be interpreted that there is no significant difference in the mean scores of self-directedness for the subsample based on type of management.

Findings

Based on the above analysis the findings of the study are listed below.

1. The level of self-directedness among secondary school students is average
2. The self-directedness among secondary school students is independent of locality of the school
3. The self-directedness among secondary school students is independent of type of management of the school

Conclusion

From the study, it is clear that majority of secondary school students have average self-directedness. The 21st century demands certain skills like self-direction, cooperation, leadership, ICT skills etc. from citizens for their well-being and for national development. It is very necessary to enhance self-directedness among our students in order to make them for a better living in a highly competitive world. Since the self-directedness is not affected by locality or type of management of the school as observed from the analysis, we can adopt measures irrespective of locale and type of management. Authorities should take proper measures in the form of curriculum reification and through the development and implementation of appropriate curriculum transaction modalities to enhance the self-directedness among secondary school students.

References

1. Ball,A, Joyce,H.D.&Anderson,B.D.(2016). Exploring 21st century skills and learning environments for middle school youth. *International Journal of School Social work*. 1(1). Retrieved from <https://doi.org/10.4148/2161-4148.1012>
2. Bialik,M. & Fadel,C. (2015). Skills for 21st century: What should students learn?. Centre for curriculum redesign, Massachussets.
3. Cloninger,C.R., Svrakic,D.M. & Przybeck,T.R.(1993). A Psychobiological model of temperament and character. *Archives of General Psychiatry*. 50(12). doi10.1001/archpsy.1993.01820240059008
4. Creswell,J.W.(2011). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research (4th edn)*. PHI Learning Private Limited, New Delhi.
5. Fadel,C. (2008). *21st century Skills: How can you prepare students for the new global economy?*. CISCO, Paris. retrieved from <https://www.oecd.orgf>

PRACTICE OF CONSTRUCTIVISM IN ENGLISH LANGUAGE TEACHING AMONG HIGHER SECONDARY SCHOOL TEACHERS OF KERALA STATE: AN ANALYTICAL STUDY

M V Mohammed Shiyas* & Dr. Sankaranarayanan Paleeri**

* Research Scholar (PhD), NSS Training College, Ottapalam, Kerala.

**Assistant Professor and Research Supervisor, NSS Training College, Ottapalam, Kerala

Abstract

Social constructivism is the present chief curriculum foundation and transaction approach in the schools of Kerala. It is introduced from 2007 along with the Kerala Curriculum Frame Work. Strategies like cooperative learning, collaborative learning, grouping, peer tutoring and learners' projects are substituted to the teacher centred lecturing. Though the implementation of the constructivist approach changed many aspects of education, teachers are still in complex situations and tended to follow the established teacher centred approaches. This paper is an outcome of the research pursued to find out the teachers' perceptions on the practice of constructivist approaches in the school classrooms of Kerala. Researchers analysed studies on the field and the experiences of teachers. Phenomenological analysis was adopted to explore in to the data resources. Study revealed that; (i) Classroom facilitation in constructivist paradigm is an area of difficulty for many teachers, even after ten plus years of its implementation, (ii) Teachers appear to be unsteady about the normal fundamentals of Constructivism and (iii) Lack of proper assignation of teachers during the transformation from behaviourism to constructivism and the enrooted conviction in behaviouristic classrooms have affected the implementation and practice of constructivism in Kerala.

Introduction

Following the National Curriculum Frame Work 2005 and Kerala Curriculum Frame Work 2007, Social constructivism has been adopted as the chief curriculum foundation and transaction approach for schools in Kerala from minus two to plus two programmes. Ever since, the State Department of Education has conducted training programmes and workshops to support teachers in assimilating the basic tenets of constructivism in a time bound manner. Even then it is not academically rigorous to claim that all teachers have comprehended the nuanced sense on constructivist philosophy and praxis. Researchers in the scenario of English Language Teaching (ELT) have identified a serious shift in the pedagogic perspectives and approaches of teachers in Kerala.

Adoption of constructivist approach for the teaching-learning processes made deep-seated changes in the pedagogic practices in Kerala. Teacher role has changed to facilitator in classrooms. Learning processes become student centred. Strategies like cooperative learning, collaborative learning, grouping, peer tutoring and learners' projects are substituted to the teacher centred lecturing. Innovative evaluation strategies also introduced in to the scenario. Though the practices of education in schools have changed by the

intruding of constructivism, changes have not been accommodated properly by teachers. The assessment practices are still following the old teacher centred approaches. This paper is aimed to juris prudence the practices of constructivism in the schools of Kerala, with particular importance to English Language Teaching.

Significance of Analysing the Teacher Perceptions on Constructivism

Teacher perception is highly significant in implementing any programmes in schools. Success of any new practices are depending up on the awareness, understanding, perception and attitude of teachers, who are the major stakeholders of educational programmes. The general opinion in the education scenario is that the constructivist practices in Kerala are theoretically appropriate but practically improper. Teaching community are seemed to be sceptic in the organisation and practice of constructivist methods. Teachers of schools pursue the principles in deviated ways. It will be beneficial if researchers can come out with exact status of theoretical and practical orientation of the present practices of the approach in schools. The study is significant because it may propagate the new ideas for promotion of the method and also may reveal the existing status. The present study is designed up on this assumption.

Teachers are the visible link of any curriculum. The idealised vision document gets its real and tangible manifestation through the creative acts of teacher in the classrooms. In a constructivist class room, the role of a teacher is diverse and manifold. They include roles like facilitator, motivator, guide co-learner, democratic leader, reader, content creator, researcher and progressive assessor. Besides being a creative facilitator, he should also be passionate and vibrant both intellectually and emotionally. It is important investigate the perceptions of teachers on all these significant roles as a constructivist teacher.

Research Questions

Organization of this research was predated up on the following research questions

- What are the specific views of the researchers and teachers from Kerala on the presently practicing constructivist teaching approach?
- Do the English Language Teachers possess specific outlook on the constructivist method of teaching? The study also aimed to answer the inquiry that whether the teacher perceptions on the constructivist approach of teaching be assorted as supporting the presently practiced systems?

Objectives

The study aimed to survey the teacher perceptions on the constructivist approach of teaching learning processes in the schools of Kerala state. The objectives of the study include;

- To explore the perceptions of English Language Teachers of Kerala on constructivism-based teaching-learning process in schools
- To assort the research studies on constructivist practices in the schools of Kerala, with focus on assessment methods.

Method adopted for Pursuing the Investigations

In the light of the studies and authors' own personal experiences as teachers and as resource persons with the SCERT-Kerala, SIEMAT (State Institute of Educational Management and Training) and certain other agencies for various school educational programmes, they found the degree of assessment scholarship among teachers is specifically interesting. Expertise of teachers in non-invasive assessment is crucial in constructive paradigm, but the same ability is conspicuous in its absence. The teachers have different types of understanding and perceptions on constructivist approach and allied operations for teaching learning and evaluations. Hence this paper proposes to investigate the perception of Higher Secondary English teachers on constructivism with special reference to its assessment procedures. In order to measure the actual and experiential understanding of the assessment strategies; the researchers have employed phenomenological research method. Husserl (1937), the German thinker and phenomenologist. He was evolving a universal method to devoid of presuppositions focusing on the phenomena which is directly available in a field or context. His approach is neither deductive nor inductive, but intuitive. True to his vision Husserl has defined phenomenological research as the exploration of the essence of the lived experience using methods like interview and participant observation. Researchers in this mode remain faithful to the experience under study and support the participants to explore their experience without imposing his own biases. Data thus collected are interpreted for identifying the key themes in the end.

Constructivist Approach of Higher Secondary School Teachers of Kerala State: Brief Analysis

In order to find out the perceptions of teachers and educationists on the success of implementation of constructivist teaching in the school of Kerala, we were analysed certain studies, articles and field notes. Based on the analysed resources, we had reached on certain assertive facts. Implementation of constructivist approach in schools in teaching process was on apt time. However, the method didn't focus on its successful amplification. Awareness programmes on the newly introduced method was not up to the mark. As a result, most of the teachers remained in the formerly practicing behaviourist approach in the teaching sessions. The crux of analyses is given under.

Indulekha (2018) in her study on Constructivism in Secondary Schools of Kerala has enumerated the key shifts in English classrooms in terms of teaching and learning. Her study revealed that activity based, thinking oriented, learner friendly and collaborative class rooms are no longer fanciful theoretical constructs in schools of Kerala. But the vital transformation in pedagogic plan did not find reflected in other components of the curriculum. Indulekha has pointed the disturbing lack of engagement from the side of teachers during the transition from behaviourism to constructivism. She also explains to the unwillingness or disinterestedness among teachers of English to mediate between the much-hyped self-regulation and the understudied teacher domination in English classrooms.

Philip (2011) has highlighted his concerns in the article "Evaluation in Constructivist Class rooms". He says "the primary reason for this complication is that though the paradigm shift in the vision of learning, learning materials and the transaction process has been affected, a concomitant paradigm shift has not happened in the evaluation process." Teacher facilitation in constructivist classroom is so complex that often pedagogic obfuscation (complication) arises out of this. Philip zeroed in on the point that 'some teachers perceive facilitation as an excuse to be inactive and passive onlooker on what is happening in the classroom.' But according to constructivist practitioners, teacher facilitation is very demanding. Facilitation is essential in constructivist classroom than in regular teacher dominated classrooms. They know the value of long term and short-term planning of curriculum objectives, appropriate learning experiences, and corresponding non-invasive assessment procedures. Interestingly the research studies on teacher role in constructivist classrooms are not that optimistic.

Nair (2004) has written about dearth of involvement and commitment from the side of teachers. Involvement and commitment from the side of the large number of teachers of English, in her study on the Second Language Acquisition Program (SLAP) implemented in Kerala. Jonny (year) in his book "English Teaching: Constructivist paradigm" says about the comprehensive failure of teachers of English in Kerala to imbibe the spirit of constructivism in its true sense.

Krishnamurthy (1956), the leading ELT scholar in India, endorses this view when he says "For the true teacher, teaching is not a technique, but it is his way of life. Like a great artist, he would rather starve than give up his creative work." Constructivism, being a learner friendly perspective, the pedagogic thrust of this school of philosophy is very important. Teachers need to reflect on the pedagogic decisions taken at different points of time. His perspective on classroom activities must go beyond the traditional classroom learning tasks, incorporating students in pair and groups. Students must be able to perceive the personal, physical and social value of the given activities so as to ensure their fuller participation in the classroom activities. It is obvious that the behaviourist classroom does have serious limitations in supporting students in their learning and engaging their learning through innovative and non-invasive assessment protocols as is projected in the constructivist revisualisation.

Constructivism mandates teachers to have high voltage assessment scholarship to support children in their learning engagement. Jacob Tharu Committee (2010), appointed by the Government of Kerala to suggest the ways for reframing evaluation in school education in Kerala, has emphasised the responsibility of teachers to innovate assessment techniques and formats inside the classrooms. Constructivist teachers are expected to develop in students' attitude of accountability for their own learning through self, peer and impassive assessment strategies and devalue the role of teacher as the central agency of assessment in a phased manner. But how far this realisation has set in among teachers in Kerala is a big question. Teacher's role as a sensitive and progressive assessor in constructivist teaching is still an incomplete project, at least in Kerala.

Philip (2011) also shares the similar feeling when he says, "constructivist classroom is a carnival ground of activities, carefully planned, administered and monitored by the teacher facilitator. This multiple intelligence conscious and emotionally and cognitively challenging activities make the evaluation in constructivist class room varied, challenging, and complex and to some teachers even a complicated process.

Many studies have identified the factors negatively affecting the constructivist classrooms in Kerala. They include grossly linear learning materials and process monotony (Nair, 2004), lack of teacher investment (Study on SLAP), inadequate pre service training program and unmanageable student diversity (Indulekha 2018), teacher predilection for behaviourist tradition (Johne, 2020), has written about the "Cultural Shock" within Indian Classrooms, where the so called progressive, learner friendly and process oriented constructivist expectation stand in definite contrast with the traditional Indian family system where obedience and conformity with the system was celebrated at the cost of agency and criticality.

Disadvantageous Understanding by Teachers on Constructivism

Interestingly, contrary to the popular concerns about constructivism, our conversation with the teachers reveals a totally new pattern of concern. All the teachers who participated in the study irrespective of their age, experience, seniority and expertise and position have indicated alarming similarity in their ignorance about the key foundational principle of constructivism. They appeared to be stable about popular postulates of this progressive curriculum approach like process-oriented classroom, learner background and its importance in knowledge construction and scope for application. But the same teachers were found to be unsteady about the nuanced and less discussed constructional premises like student directed learning, self-regulation, probability of multiple voices in the classroom, equating the knowledge constructed with the epistemological structures. Still complex ideas in constructivism like metacognition, authentic learning tasks, focusing on real life complexity, and non-invasive assessment procedures were rarely if not entirely considered by the teachers.

Even the experienced teacher who had enough expertise as resource person with SCERT, Kerala too declared "I'm not constructivist alone" too was not an exception here. This disturbing lack of critical understanding of constructivist philosophical postulates is symptomatic of the inadequate pre-service and in-service teacher training program, disinclination of teachers towards researches, lack of opportunities for attending academic seminars and erudite lectures by ELT Scholars. Benton (1987) had written about American teachers in his book "What has happened to the Teachers" is equally valid about higher secondary teachers of English in Kerala too. "Most of the teachers are not very informed or conscious. They read very little; their favourite magazine is Readers Digest. Many of them read only about one book per year, of those who read more, most read light escape fiction."

Nair (2004) had hinted at the key limitation of Constructivist Curriculum implemented in Kerala in 2000 itself. In her study on the Second Language Acquisition

Programme, she pointed out the major issues like unnecessary linearity of the learning materials, especially in the presentation of linguistic structures, inability to redefine the structures in the discourse pedagogy and the failure to specify the precise strategy for error management. She also underscored the issue of process monotony for the students and teachers. Interestingly my study also emphasizes the concern raised by Nair (2004) in her studies.

Majority of teachers who participated in the study rarely explored creative learning strategies other than the popular group activities. At least a few teachers have failed in assimilating the pedagogic gravity of the term learning activity in its fullest complexity. Besides the diverse possibilities offered by activities within the classroom like individual, pair, half the class, whole class, were rarely tapped with the students. The creative and innovative possibilities in terms of pace, constitution, complexity was also under explored. Due to the simplistic comprehension of the term activities, diverse interaction possibilities like personal, interpersonal, textual and teacher level were not explored in its fullest sense.

The academic complication with activities by teacher of English is well explained by Johny (2020) in his new book on Constructivism. "I recite traditional agricultural songs to excite my students towards demanding lesson "When a sapling is planted, and act the fight between clouds and peaks of hills in the early morning when I implemented the poem "Sunrise on the Hills" by FW Longfellow." The dynamic female teacher of English of this class was also vocal about the use of silence, music, mimicry, and videos in her class to touch the emotional orbits of her students. This episode underscores what Indulekha (2018) said about the dynamic youngsters engaging more efficiently with the constructivist demands and pressures within the class room context. Constructivist experimentation in learner engagement is much debated these days.

Reyes and Vallone (2008) in their book 'Constructivist strategies for Teaching English Language Learners' have talked about forty language teaching strategies like modelling, contextualising, content-based learning. A few other out of the box strategies like music, silence, humour, community resources drama techniques, multidimensional assessment have also been suggested in this book. To extend the longevity of constructivist classroom and to address the issue of process monotony more interesting and engaging fun oriented activities need to be integrated along with the traditionally proved discussions and debates with special focus on the attitude and age and socio-economic background of the children.

Use of mother tongue in classrooms of English is a much-debated proposition. There are supporting and opposing arguments in this regard. But studies argue in favour of mother tongue abound in ELT circles and constructivists endorse this view without inhibitions. In a massive study incorporating two thousand Spanish students in five states, Ramivez, Yuen and Ramey (1991) found that late exit and developmental bilingualism proved superior to early exit, transitional bilingualism and English only immersion programs. Interestingly all the teachers who participated in this study were

unanimous in rejecting mother tongue during English lessons. Both the experienced and inexperienced teachers were confused about the immersion perspective of Direct method and the Communicative language teaching approaches and the meaningful use of mother tongue in constructivist English classrooms. "It is a real threat; besides it would encourage mother tongue in English class room", lamented a teacher. But another teacher who differed from the first view appeared to be a little more reflective about the issue and said, "Using modelling, contextualizing, content based etc

Excerpt on the Experiences

Language acquisition paradigm is believed to encapsulate the basic principles of constructivism in the context of language teaching. Consequently, the non-conscious language acquisition procedure was identified as a component for collecting the views of the teachers. All teachers maintained almost unanimous views in this regard reflecting a thinking posture on this account.

Excerpt on the Experiences- One

A newly appointed teacher reveals her excitement about the acquisition paradigm in the following words. "I bring newspaper reports of a mother killing her own son to escape with her lover to discuss the poem titled 'Any Woman' more contextual, meaningful and analytic." She also claimed to have arranged thinking space for children through debate and discussions about the thematic concerns of the poem. She also revealed her understanding of the language acquisition paradigm as arranging learner friendly space and materials for generating maximum English in classroom." I regularly use all social contexts to implement English elements meaningfully to my students.", responded another teacher indicating the scope of acquisition paradigm in English language teaching. Interestingly the teacher cum SCERT Resource Person was apprehensive about the sufficiency of time for constructing discourses within the allotted periods. He says, "we are not constructing discourses, we don't have enough time for it. We are just supplying discourses to the students." He also expressed his concern about the negatively inspired parents and fellow teachers sabotaging the beauty of the natural learning mode in these words. "He wastes precious time through lot of meaningless activities and equates acquisition mode as a mere waste of time and energy of students."

Excerpt on the Experiences - Two

Senior teachers in the study expressed their concern about the deteriorating standard of English Language in higher secondary classrooms while responding to the implementation of acquisition mode in classroom. "We need to teach the four basic skills to children as in other nations. They should be implemented surgically from early classes. Due to the non-cooperation of my students inside the classroom, I often end up with a fantastic explanation of the chapters to my students". However, she still leaves a scope for negotiation between the behaviourist and constructivist mode through the words, "I often give them chances to present their views in discussions and presentations.

In constructivist assessment context also, the teachers under the investigation, have generated very diverse, but not conflicting views. The much-hyped constructivist

pedagogic shift has not happened in the assessment regimes in the schools of Kerala despite finding a few irregular elements in this regard. The dynamic teacher who was diligent in her views about constructivism and its pedagogic ramifications had this to say about assessment, "The philosophy underlying continuous evaluation not exactly being clarified by experts. To be frank, I didn't see the source book prepared by the educational agencies on evaluation till date. I am slightly shaky about the key areas suggested for assessing higher secondary students in Kerala".

Excerpt on the Experiences: Three

Not surprisingly most of the teachers are not interested in doing any research in assessment procedure that are non-invasive and student friendly. No teacher was curious about any innovation in assessment other than implementing typical state mandated programs of evaluation. The less experienced teachers were found to be more inclined to do innovations in assessment "sometimes I intentionally tap the possibilities of sports and games for developing English Communicative skills among children. Besides students led projects and Inhouse magazines I also try for a balanced assessment diet for different segments of student community. Confusion regarding the objectives and methods of language teaching among teachers also contributed to their misconception about their perspectives on language assessment too. These teachers have also made a few pertinent proposals to bring more sanity in assessment decisions among teachers. The SCERT trained Resource Person was more eloquent about assessment reform, as he had the privilege to attend many seminars and workshops conducted by the state institute of education research and training. "The current stress on terminal examinations should be reduced. This 80/20 principle, that is 80 marks for external examination and 20 marks for internal assessment, is boring. Can we try for 60/40 or allocating thirty each in four language skills?" He also mooted, as in Europe, for A level and O level to cater to the students' diversity in English classrooms.

Excerpt on the Experiences: Four

The teacher turned Principal was concerned more about the quality and frequency of teacher training in continuous evaluation conducted by the SCERT. The same point was made in a different way by another teacher who said, "I didn't receive any form of training in CCE, I am going to retire soon. "The optimism of Principal was evident in his words when he said. "I do make it a point to monitor all students at least once in a year in all the prescribed areas like process, portfolios, and unit assessment. Besides, the documenting and specific feedback enabled me to support them score high in the summative and to negotiate the earlier gap between the scores in formative and terminal evaluation. "The experienced teacher in the group was more pragmatic and said, "There is no point in becoming a fundamentalist in constructivist assessment procedures and we must decide strategies according to the students, content, context and subject matter. Out of the concern for the less performing students' principal representative also added the suggestion that beyond the process component, a certain percentage of scores should be set apart for the content part so as to support the underprivileged students from low socio-economic background. Though not really fresh the teachers also suggested the scope for revamping

assessment strategies to include viva voce and project-based learning to make assessment more constructively rigorous and learner friendly. It is presumed that Dissertation, the new proposal for CCE by the education department would do great as suggested by these teachers in the study regarding the restructuring of assessment in higher secondary English teaching.

Key Findings of the Study

- Despite offering series of workshops and training programs, teachers of English in Higher Secondary Segments appear to be unsteady about the normal fundamentals of Constructivism.
- The Constructivist pedagogic perspectives of teachers occurred in Kerala classrooms. But the corresponding shift in teaching learning materials and assessment are yet to happen.
- Classroom facilitation in constructivist paradigm is an area of difficulty for many teachers, even after ten plus years of its implementation.
- Lack of proper assignation of teachers during the transformation from behaviourism to constructivism and the enrooted conviction in behaviouristic classrooms have affected the implementation and practice of constructivism in Kerala.
- Teachers have failed in grasping the complex sense of the constructivist procedures to be practiced in schools. Their understanding is more or less generic in nature.
- The constructivist procedures like Student Directed Learning, Self-Regulation, Multiple Learning Tasks and Metacognition are conspicuous to teachers.
- In-service and pre service programs are inadequate in addressing the concerns and apprehensions of teachers in this regard.
- Young and freshly appointed teachers have been found to be more experimental in constructivist learning and assessment strategies than aged teachers.
- Constructivist practitioners should think about integrating more learner engaging, fun oriented and age specific activities with the traditional discussions and debates inside the classrooms.
- Confusion regarding the use of mother tongue in English classroom is widespread among teachers. Constructivist thrust on meaningful use of mother tongue is not known to many teachers. Direct instruction is still impacting the pedagogy of English teaching in Kerala.
- Teachers are generally unwilling to do any experimentations in assessment protocols. They are just satisfied with the state mandated evaluation strategies.
- Teachers are generally dissatisfied with the issues of assessment procedures. However, these teachers are unaware about the strides in Constructivist Assessment and not trying to acquire awareness on changes happening in the constructivist pedagogy.

Conclusion

From the experiences of teachers those are detailed in excerpts, we reached on the conclusion that the present system of education management failed to properly train the teachers on understanding the constructs and its paradigms. Teachers didn't get sufficient

awareness on different facets of employing constructivist methods in classrooms like class orientation, lesson transaction, organising the learning tasks and assessment and evaluation. Teachers' doubts and anxiousness have not been cleared sufficiently. They remain sceptic on the practical implementation of constructivist strategies in classrooms. They are not sceptic on the sumptuous academic possibilities of constructivism, but were on its practicability. This is the dichotomy to be addressed.

REFERENCE

- Benton.M, W. (1987) Discussing Whar Mtron Benton. Retrieved on20th September, 2021 from <http://bentonharborhighschool.org>
- Holt, J (1976). *Instead of Education: Ways to Help People to do Things Better*. Harmondsworth: Penguin
- Husseril, E (1937) *Phenomenology and the Crisis of Philosophy*. New York: Harper & Row
- Indhulekha, K., R. (2018) *Constructivist Paradigm in Second Language Learning: The Kerala Experience*. PhD Thesis, University of Calicut
- Johny, G., V (2020) English Teaching: The Constructivist Paradigm. *Nayithal Pathippakam*, (Malayalam) 12(2) Pp 127-134.
- Krishnamurthy, J. (1956) *Education and the Significance of Life*. London; Victor Gollancs Limited
- Nair, S., K. (2004) The Teaching of English in Government and Aided Primary Schools in Kerala under DPEP. *Discussion Paper*. Thiruvananthapuram; Centre for Developing Studies.
- Nair., S., K. (2004) Second Language Acquisition Program (SLAP)implemented in primary schools of Kerala. *Report on Education*. Thiruvananthapuram: Centre for Developmental Studies.
- Philip, J., K. (2011) Evaluation in the constructivist Classroom. *South Indian Journal of English language Teaching*: 01(2) Pp 27-39.
- Ramvirez, J. D., Yuen, S., D., & Ramey, D R (1991) Final Report: *Longitudinal Study of structured Immersion Strategy, Early Exit, Transitional Bilingual Educational Programs for Language Minority Children*. San Mateo,Calif: Aguirra International.
- Reyes, A, S. & Vallone, L,T. (2008) *Constructivist Strategies for Teaching English Language Learners*. KDP e-book. Available in <https://www.amazon.in/Constructivist-Strategies-Teaching-Language-Learners-ebook/dp/B00JPIUXDW>
- Tharu, Jacob Report (2010). *Examination Reforms Committee Report*. Thiruvananthapuram; Kerala State Higher Education Council.

EMOTION REGULATION AS DEPICTED IN CHAPTER TWO OF BHAGAVAD GITA

BINI.T. V * & Dr. SEEMA MENON K.P **

* Research Scholar (Ph.D.), NSS Training College, Ottapalam, Kerala.

** Associate Professor and Research Supervisor, NSS Training College, Ottapalam, Kerala

Abstract

India – our nation's culture is deeply rooted in Vedic scriptures. The teaching of Bhagavad Gita helps to lead a balanced life by understanding the nature and ways and means to tackle emotions effectively. Mind is very powerful and difficult to control than to control the wind. Bhagavad Gita tells that, one can enjoy the life successfully if he has the ability to regulate his emotions effectively. The present paper describes the concept of emotion regulation in chapter two of Bhagavad Gita.

Keywords: Emotion regulation, Bhagavad Gita

INTRODUCTION

Bhagavad Gita is renowned as the jewel of spiritual wisdom of India universally, Gita's seven hundred concise verses provide a guide to the emotional regulation and ultimately the science of self-realization. Bhagavad Gita (Devine song) is a Hindu sacred text originally written in Sanskrit by the sage Veda Vyasa. The Bhagavad Gita is the essence of all four Vedas. There are no other philosophical or religious work reveals the nature of self, consciousness, the supreme and the universe. Bhagavad Gita teaches us as to how can develop our mind, character and channelize negative emotions. Bhagavat Gita is a perfect psychology book as well as philosophy and Supreme personality of Godhead-Krishna is the father of psychology.

EMOTION REGULATION

Emotions are normal part of our life. There are positive and negative emotions in our life emotions are internal events that coordinate physiological responses, conscious awareness, and cognitions (Mayer,1991). Emotions, thoughts and our behaviour are linked together. We are expected to manage our negative emotions like anxiety, anger, frustration, jealousy, sadness, self-blame and low self-worth. In human life, emotion regulation is an important function. Emotional regulation consists of internal and external process involved in initiating, maintaining and modulating the occurrence, intensity and expression of emotions (Parthasarathy, 2016). Emotional regulation is the ability to effectively manage and respond to an emotional experience. We can recognize, monitor, and adapt emotions optimally based on the situation. Emotional regulation is one of the most important skills in an individual's development. The younger generation needs to regulate their emotions to build a healthy mind. Then only they can cope with the new world. Emotional deregulation may lead to diminishing of moral values.

EMOTION REGULATION IN BHAGAVAD GITA

Bhagavad Gita stands as an authority, it is the dialogue between the Supreme personality of God Head, the guru-Krishna and the friend, disciple and emotionally disturbed-Arjuna. It teaches about how to overcome emotional upsets in life.

karpanya-dosopahata-svabhavah
prcchami tvam dharma-sammudha-cetah
yac chreyah syan niscitam bruhi tan me
sisyas te ham sadhi mam tvam prapannam (In Sanskrit)

(Bhagavad Gita as It Is, 2.7)

This sloka tells that, I am confused about my duty now and due to weakness have lost all composure. I am asking you what is the best, surrender to you, your disciple, please instruct me' (Prabhupada,1990). Actually, it is also revealing the current emotional status of an individual in this world. Arjuna struggles to accept the fact that he has to fight his guru, own kith and kin, and his childhood friends, Lord admonishes his lack of material strength and point out to the supremacy of people who have absolute control over their mind, are focused on their duty and are unperturbed by neither pain nor pleasure.

yam hi na vyathayanty ete purusam purusarsabha
sama-duhkha-sukham dhiram so mrtatvya kalpate. (In Sanskrit)

(Bhagavad Gita as It Is, 2.15)

This verse says that Arjuna, the person is immortal, who not disturbed by happiness and distress and is steady in both. (Purimaharaj,2000). Bhagavad Gita teaches people to treat pleasure and pain, success and failure alike and suggests that failure is also a step in one's progress, and also to focus on their actions than results. It teaches, regulation of emotion is possible through the practice only. The Bhagavad talks about controlling emotions and emotional stability. Bhagavad Gita teaches how one needs to keep calm even in the worst of times. The Bhagavad Gita refers to the emotionally stable person as '*sthithapragnya*'.

duhkhesv anudvigna-manah sukhesu vigata-sprhah
vita-raga-bhaya-krodhah sthita-dhir munir ucyate. (In Sanskrit)

(Bhagavad Gita as It Is, 2.56)

This verse says that do not disturb your mind, no need of over happiness and should become free from fear, anger and attachment, that person is called sthithaprajna. Bhagavad Gita says that emotions are the product of material nature, related to Gunas - mode of goodness, passion and ignorance. This material nature is controlled by the Supreme. So, one who obey the supreme instructor-guru he can drive his emotions in a true path. Surrender to the Supreme instructor is an essential fact to regulate emotions.

A large portion of Bhagavad Gita talks about emotional regulation. One needs to have perfect emotional regulation to attain the goal of life. Reading and hearing of Bhagavad Gita will help to regulate emotions through its internal and external influences. Bhagavad Gita, chapter two, verses sixty to sixty-five reveals that the senses are so powerful and violent that they forcibly overpower the mind of even a wise man who strives to control him. A man who

has face control over his senses and has fixed his mind and knowledge upon the supreme Instructor is known as the man of steadfast intelligence. The desire is born of that attachment. From the desire anger is born. From the anger comes delusions, from delusion springs failure of memory. A man who controls his emotions by following regulated principles of freedom, obtain complete mercy of the supreme and thus becomes free from all emotional deregulation. One gets the wisdom, if his mind become peaceful and serene.

A person is achieving peace when he is not disturbed by the desires. Emotional regulation is highly significant functions in human life. To be emotionally intelligent, Emotional regulation is the foremost requirement to achieve the emotional intelligence. The emotional deregulation makes the person blind cannot able to see any good thing. Failure to regulate emotions can develop unfavorable personalities such as anger, aggression, withdrawn or anxiety that can interfere with the individual's social competence. The ability of emotional regulation helps the individual to come to the normal platform of life. Bhagavad Gita teaches to face stress in life. Now Bhagavad Gita is an internationally and widely accepted Vedic scripture for self-realization. Bhagavad Gita is a revered text in India since ancient times; it has been a guide for thousands of years. The teachings of Bhagavad Gita can be utilized by our younger generation is very helpful to them to manage emotional upsets.

CONCLUSION

Bhagavad Gita is the real guidance to the modern world. The ability to regulate emotions will definitely help to adapt changing new life situations. Bhagavad Gita promotes the cultivation of higher emotions. It also reveals the need of an instructor in supporting the individual to overcome emotional conflicts. Bhagavad Gita teaches the meaning and purpose of life by regulating their emotions successfully.

REFERENCES

1. Mayer,J.D.(1991) Emotional Intelligence. Baywood publishing Co, INC.
2. Parthasarathy,A. (2016). *IAP* Textbook of pediatrics. JP Medical Ltd.
3. Prabhupada. His Devine Grace AC Bhakthivedanta Swami.(1990). Bhagavad Gita As It Is, ISBN:978-93-830945.2.The Bhaktivedanta Book TrustInternational, VJBI, Hare Krishna Land,Juhu,Mumbai. 400.044 India.
4. Bhakti Vaibhava Puri Maharaj.(2000).Srimad Bhagavad Gita. Bhakti Vigyan Nityananda Book Trust.Berhampur.Odissa.

A CRITICAL ANALYSIS OF XI STANDARD ENGLISH TEXTBOOK OF KERALA STATE WITH SPECIAL REFERENCE TO LITERARY SKILLS AND VOCABULARY AMONG STUDENTS.

SIJI K * & Dr. SUNIL KUMAR A S **

* M.Ed. Student, NSS Training College, Ottapalam, Kerala.

** Associate Professor and Research Supervisor, NSS Training College, Ottapalam, Kerala

Abstract

The study aims to analyze the XI Standard English textbook of Kerala state with special reference to literary skills and vocabulary among students. The sample for the present study consisted of 30 higher secondary teachers who are handling English in Palakkad district. In this study the investigator used a questionnaire to find out the approaches of the teachers towards the XI Standard English textbook of Kerala state. The study reveals that contents and activities of the textbook are fully sufficient to fostering literary skills and vocabulary among students. Analysis revealed that the content is capable of achieving the expected learning outcomes of each unit and also revealed that all the learning outcomes of the units are enough to satisfy the needs of literary skills and vocabulary among students. Ninety nine percent of the teachers are of the opinion that evaluation procedure enclosed in the textbook is satisfactory. Thus, all the format in the textbook, the approach, value, learning activities, extended activities, assessment methodological guidance as well as teacher's manual are ready to help teachers to strengthen and broaden their capacities to teach English as presented in the objectives of the textbook. Majority of the teachers are aware of the activities related to vocabulary embedded in the English textbook.

Key Terms: critical analysis, text book, library skill, vocabulary

Introduction

Critical analysis of XI Standard English textbook is an attempt to analyze the various areas such as content, activities, language, expressions, grammatical aspects, various skills related to language acquisition etc. The study mainly aims to identify the role of literary skills and vocabulary in English textbook and find out the proper remedies for improving these skills. English language is a global language so its importance in school curriculum is immense. English is considered as a foreign language or second language in Indian context. Effective teaching of a foreign language to the students is a difficult task for the teachers. It requires systematic or logical steps. Language is a heart in literature. Those peoples are proficient in using of language are proficient in literature too. So, developing literary skills in students is a major task for a language teacher. Rich vocabulary strengthens the language. In this study researcher tries to identify activities those develop literary skills among students and also identify the activities those develop vocabulary among students. A language textbook should provide a curiosity about reading to the students. it should not limit to the book. most of the teachers doesn't follow this but the textbook itself should provide or make the student for additional reading.

Need and Significance

Education has always been considered as the most effective instrument to initiate a modification of an individual's behaviour and to build a better society. It is a process which brings about all-round developments of an individual such as physical, mental, social, emotional, moral, spiritual etc. Not only this, but education also leads in transforming the society towards developmental goals and informing human capital. One can never think or survive life without education. Analysis of textbook is a needed process in the Field of education. Critical analysis is a process of find out the mistakes and limitations in the writings of textbook .it will enhance the quality and standard of a textbook. It is a process of examine various areas of Textbook and identifying whether those are enough to satisfy the requirements of a particular group of students. A Textbook is a combination of various ideas that are systematically arranged and well organized these should be enough to satisfy the needs of students. (PDF) (An analysis of English Textbooks in terms of their pedagogical orientation n.d.) The educational values of textbook are crucially important. Hence the investigator is going to conduct a study about the critical analysis of the English Textbook. This study will enhance the quality of the particular Textbook and also uphold the value of a good Textbook.

Objectives of the Study

Major Objective

Critical analysis of the XI Standard English textbook of Kerala state with special reference to literary skills and vocabulary among students.

Minor Objectives

- To analyze whether the content of the XI Standard English textbook is sufficient to foster the literary skills and vocabulary among students.
- To analyze whether the activities in the XI Standard English textbook is sufficient to foster literary skills and vocabulary among students.
- To examine the evaluation procedure enclosed in the Textbook with special reference to literary skills and vocabulary.
- To give suggestions and recommendations for improving the quality of XI standard English textbook of Kerala State

Methodology

Method adopted for the study The problem of the investigation is Critical analysis of XI Standard English textbook of Kerala state with special reference to literary skills and vocabulary among students. Document analysis was the method adopted for the present study.

Document Analysis -It is intended to make a systematic examine of documents and records and to identify and certify certain characteristics in them. Thus, document analysis is not so much to describe as to evaluate the content according to some established data.

Major findings

- The analysis revealed that the content is capable of achieving the expected learning outcomes of each unit.

- The analysis revealed that all the learning outcomes of the units are enough to satisfy the needs of literary skills and vocabulary among students.
- Ninety nine percent of the teachers are of the opinion that evaluation procedure enclosed in the textbook is satisfactory. Thus, all the format in the textbook, the approach, value, learning activities, extended activities, assessment methodological guidance as well as teacher's manual are ready to help teachers to strengthen and broaden their capacities to teach English as presented in the objectives of the textbook.

Educational implications

The study is intended to explore how the English Textbook of XI standard is Relevant to the development of the learner and how far it is adequate to realize the objectives of teaching English.

The study would be helpful to the teachers who are teaching in English to recognize the essential values incorporated in the textbook and how it could be effectively imparted to the students.

A content analysis of the English textbook helps the teachers to become aware of the Learning outcomes fixed for effective teaching of English language.

Conclusion

In conclusion, the findings remarked that the strengths of this text book are the fully equipped chapters and its activities. Each chapter have integrated language skill, vocabulary, sufficient exercise and activities, appropriate language, appropriate learning activities, attractive format, suitable transaction mode and good evaluation criteria as well as a well-prepared methodological guidance for teachers, the handbook. The weaknesses of this text book are there are shortages of accompanying materials, such as audio or videos related to the chapters and also one weakness is the lack of activities like field visit or excursion to the relevant places if it happens it would be more enthusiastic and joyful learning.

References

1. Abida (2008), *A Critical analysis of the content of the textbook Biology for standard IX of the Kerala State*. Unpublished M.Ed. Dissertation. University of Calicut
2. Aggarwal, B. (2010). *Education and Society*. ABD Publishers
3. Aggarwal, J. C. (1983). *Land Marks in the History of Modern Indian Education*, Seventh Edition. (7th ed.). Vikash Publishing.
4. Aggarwal, J. C. (1998). *Educational research*, Varanasi: Nanda Kishore and Brothers
Aggarwal, J.C. (1996). *Educational research-An introduction*, New Delhi. Arya Book Department.