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Editorial

Learning is a life long voyage of exploration to create ones own understanding but not mere acquisition of grades and results. Where as, today the main difference between people appears to be, between those who 'know more' and who 'know less'. The best of any learning is putting into practice what we learn. But the living examples are fast disappearing. Only the teacher with reality orientation and empathic understanding can change the trend of emotional crippled ness inspite of intellectual gaintness'. Academic activities and TV are occupying major part of life leaving behind little space for sports and games which develop body endurance. As the immediate personal life is different from the life expected of the growing children there is inevitable need for guidance and direction.

The real wealth of humanity is the 'sum of the brains of the people, their creativity, and skills. 'Even the ability to earn is directly proportional to the ability to learn. The proactive teachers can experiment various methods and find their suitability while dealing with different kinds of content. They are also able to utilize the technological services to maximize the learning of not only the ordinary but also the disabled. Technological devices are a blessing especially to the disabled than to the normal. So, if we want to live in a flourishing safe, optimistic, and creative society, we need to be very concerned indeed with what we learn, do, and the way it is done. Education is to build the powers of mind as enunciated by Aurobindo.

-- Aruna Mohan

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PHILOSOPHICAL BASES OF VALUE ORIENTED EDUCATION

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“Intellectual education influences the head and value based education influences the heart.”

If we want to build character in our homes, offices and society, we must achieve a minimum level of moral and ethical literacy. Education that builds fundamental traits of character such as honesty, courage, persistence and responsibility etc., is absolutely essential. A person who is morally educated will be a lot better equipped to move up in life and succeed than a morally bankrupt person with excellent academic qualifications.

Education without values

“The first duty of the university is to teach wisdom, not trade; character, not technicalities”
--Winston Churchill

Educated persons are those who can choose wisely and courageously under any circumstances. If they have the ability to differentiate between good and bad, wisdom and foolishness, virtues and vulgarities, regardless of the academic degrees they have, then they are educated. We are born with 5 senses, but successful people have the sixth sense, that is common sense, which is gained not necessarily as a result of education. The best education without common sense is worthless. What a broad-based education really seems is that the students is prepare for life without loosing their areas of specialization or competence.

The generation at the time of freedom movement were aware of patriotism and of the supreme sacrifice made by our elders during that period, but sincerely said, we have failed in passing it to the younger generations, the values once cherished, the spirit of sacrifice for the motherland, the urge to build a strong India, restoring to its pride of place between the community of nations. But this is not found in the minds of younger generations. Most of them are found as selfish and self centered. They haven't time to think about others. So the school stage is a better stage to inculcate moral values in their brains

We have failed to inculcate the love for our cultural values based on the concept of sacrifice and service not only for ourselves but humanity as a whole.

“True education is training of both head and heart”

Campbell and Bond (1982) state there are four major questions to be addressed when focusing on character development:

1. What is good character;
2. What causes or prevents it;

3. How can it be measured so that efforts at improvement can have corrective feedback; and
4. How can it best be developed?

Good character is defined in terms of one's actions. Character development traditionally focused on those traits or values appropriate for the industrial age such as obedience to authority, work ethics, working in group under supervision, etc.

Why values? The Council for Global Education (1997) asserts the following set of values either stated or implied in the Constitution of the United States and the Bill of Rights: compassion, courtesy, critical inquiry, due process, equality of opportunity, freedom of thought and action, human worth and dignity, integrity, justice, knowledge, loyalty, objectivity, order, patriotism, rational consent, reasoned argument, respect for other's rights, responsibility, responsible citizenship, rule of law, tolerance, and truth. Despite the debate over exactly what are the core values that ought to be taught in schools, the Association for Supervision and Curriculum Development (1996) suggests it is possible for communities to reach consensus on a set of values that would be appropriate for inclusion in the school curriculum. Once a community has done so, the next issue is how one should go about the process of teaching values.

The function of true education is to build an integrated personality. Value oriented education gives the virtuous inner motives and actions and the inner consciousness from which more actions emerge as outer actions. There are several actions which may apparently seem to be good and right in the outer form, and yet, if there are not spontaneous expressions of the right fidelity, they cease to have any moral and spiritual values.

Education should foster universal and external values. In our culturally plural society good education should be oriented towards the unity and integrity of our people. There is a need in the readjustment of the curriculum to make education a forceful tool for the cultivation of social and moral values. It should be humanistic and integral part of curriculum. When we observe the philosophical bases for values in our education system, we have to recollect the valuable opinions of our great philosophers, and educationists.

Values of Education in Gandhian Thought

Education as conceived of, by Gandhi and advocated by him primarily aims at the formation and development of the spiritual and moral personality of the individual.

He says, "Education is thus an awakening of the soul."

Without education attempting this goal of the individual and without developing and strengthening the inner voice in the individual, education has no serious purpose to serve. Gandhian education is founded on spiritual principles and based on most solid character-based foundation to build the structure of education. Based on this concept basic

principle, concepts drawn from different religions and developed into harmonious whole to which the goals of education are properly integrated. His basic principles of education are based on Vedic concepts of education.

He says, "Truth which is the ultimate end which is all pervading can be realized only through the discipline of mind, body and spirit."

The Universality and eternal dimension of Gandhian values render them a highly spiritual dimension. Success at this level depends on how much these agents can influence the individual in the process of learning. Gandhi says, "It was to be their real teacher and guardian who must touch their hearts. I must share their joys". Gandhi was broad minded in religious views. He believed in morality. Idealists only think about moral and religious education. He believed in absolute values, truth, beauty and goodness.

The moral /character building aim of education according to Gandhi: It is the chief aim of education. The central purpose of education is to build character. The spirit of non-violence should prevail in school. Love and Truth should be the basis between teacher and the taught.

Views of Sri Aurobindo

Aurobindo was a spiritualist and his educational philosophy is also based on spiritualism." The education of a human being should begin at his very birth and continue throughout his life. Education begins from even before birth. He believed in physical education. It is a must to a person to perform his duties and religious functions. It can be gained through games, athletics, aquatics, yogic asanas and firstaid. Physical development is a value with Aurobindo.

Vital education: Sense framing, general science, aesthetic science, recreational activities and moral education. Education has five principles –the physical, vital, mental, psychic and spiritual. All these have to be developed together. Four aspects of truthful Love, knowledge, power and beauty are to be developed. Psychic for love, Mind for knowledge, Vital for power, Physical body for expression of beauty of a person

Yogic principles of integral education: Truthfulness, Right action, Purity, Remembrance. Education which comes naturally and easy and effective is called Integral Education, a complete education. Education should aim at building the power of mind and spirit of human being. -- *Swami Vivekananda*

Vivekananda was a staunch individualist. He believed in dignity of humanity and faith in God. Swamiji was a Yogi. He believed in Brahmacharya. It is a must for concentration of mind. In his view education must suit the psychological needs of the child. He says" Their needs should be determined in terms of tendencies, inherent in children and not according to what the parents of the children think".

Swamiji believed in the development of inner powers. He did not believe in book learning. To him, book learning was not education. What is education? The training by which the current and expression of will are brought under control and become beautiful is called education.

According to Swamiji, Strong moral character should be developed through education as the main aim of education. Self realisation, Universal brotherhood are the other aims of education. Meditation for concentration is must for teachers and students.

What measures should be taken to achieve the goal?

1. Yoga and Meditation should be introduced in all types and all stages of education. These provide concentration for physical health and also for mental health.
2. Morals should be inculcated through regular practice and the ideal stage for this is primary and the secondary stage also.
3. School should provide an attractive and healthy environment with suitable arrangements like display of slogans, morals and statements given by eminent personalities, participation of social service activities. Regular timely counseling activities should become a part and parcel of education.

The love of the good and of work, that will not come by force, but rather in a free atmosphere and in suitable living conditions; for that purpose, the school should create a lively and happy environment, where the child will act enthusiastically.

All human beings are unique in their own sense and have been endowed with a mix of qualities or strong points like curiosity, hard work, perseverance, determination, adaptability, honesty, humility, sensitivity open mindedness etc.

4. The educator should get to know properly the child's interests and the changes that he undergoes as he grows up physically and emotionally; hence the teacher should adapt his teaching to the natural growth of the child.
5. One should not demand from the child an action, unless he has a natural need for it. The motivation of the child should not be external (fear of punishment or hope for a reward), but internal (genuine interest in the topic and in the activities connected with it). The internal (self) discipline will replace the external, forced, discipline.
6. Gandhiji says "I am not afraid of any one or any thing. I am always perfect and true." This is an excellent quotation given by Gandhi, which should be a path finder to each and every individual, especially for teachers.
7. For all human beings, prayer is essential; what ever may be their religion. It purifies the mind, removes fear and anxiety and causes for enlightenment. Good manners make the work place pleasant. Patriotic songs should be followed as a regular curricular activity. All the school activities should revolve round the character only.

“When wealth is lost, nothing is lost. When health is lost, some thing is lost. When character is lost every thing is lost.”-Gandhiji.

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STRESS AND MATHEMATICS ACHIEVEMENT OF ADOLESCENT STUDENTS

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The period of adolescence is designated as one of storm and stress and an age of revolt. This is considered as one of the most difficult stages in the life of an individual. Thus adolescence is the most critical stage with a distinct phase of rapid physical, psychological and social behavioural changes and emotional disturbances. The study was taken up to see the relationship between stress and Mathematics achievement among adolescent students and the impact of some variables like gender, year of study, management, medium of instruction, parents educational qualification and locality, on them. A sample of 180 intermediate students was selected by following a stratified random sampling procedure and survey method was adopted to carry on the investigation. The data were gathered with the help of stress inventory developed by the researchers and marks obtained by the students in Mathematics were considered for achievement. The findings showed that : 1) Students who have achieved more in mathematics had less stress. 2) Negative relationship existed between stress and mathematics achievement of adolescent students. 3) Male students have more stress when compared to female students. 4) Senior intermediate students have more stress than juniors. 5) There exists no significant difference between students studying in institutions of private and government managements. 6) There exists no significant difference between Telugu and English medium students. 7) The students whose mother's education was up to secondary level have more stress. 8) The students whose fathers' educational qualification was high are having more stress. 9) Urban students had higher mathematics achievement than the students from semi urban and rural areas.

Though the adolescents are considered as a particular category of people in the population, quite often they are neglected, and their special needs not taken care of either by their families or by the society. The reference groups context, the aspiration level and dependence on peer support develop stress besides fear, apprehension, anxiety and misgiving. Age of adolescence is age of identify formation where occupational, educational, and personal context develop. During this period social expectations of individual drastically undergo modification. Thus the programmes for adolescents should focus on the development of academic and career guidance and provision of economic and social constructive activities. This period should be properly guided and supervised for right choice and decision making. Otherwise this age is prone for deviation from the normality.

World Health Organization (1997) has defined adolescence as being between 10 - 19 years. National Council of Educational Research and Training (1999) defined adolescence as the period of physical, psychological and social maturity from childhood to adulthood, the period extending from puberty to the attainment of full reproductive maturity. As indicated by the National Policy (2002) they are the under-served group of people in the general population.

The stage of the student during intermediate course is adolescence. Adolescence is neither childhood nor adult hood. This is a period of heightened sensibility for rapid learning and of critical acquisitions, which totally determine the future life. During this stage, the basis for achieving life goal successfully is formed. It is the turning point in everybody's life since crucial decisions regarding the course to be studied and occupation to be entered etc. need to be taken in this period. Stress plays an important role and it accounts much to the variations in performance, achievement or success in all aspects of life.

Psychological stress is one of the most insidious phenomena of our time and it affects people in all walks of life. Stress implies pressure, tension or worry and resulting problems in all walks of life. Some amount of stress is required and will be always with us. But if it exceeds, this will lead to negative consequences on the organism. It varies in it's intensity, depending on the situation, in the same person or from person to person. Stress acquires importance because of its consequences.

The very nature of learning Mathematics is quite different from other subjects, because it needs logical thinking and mental efforts, which in turn is the factor for stress. Moreover it requires more time, to be spared, for understanding the concepts. Students at this age face many critical situations like a new college, psychological adjustment, academic pressures, diversification and opting other subjects, occupational selection, societal demands etc. Added to this, at this stage parents and society also have high expectations on them. So this is the crucial period to decide one's own choice of the subject, and career. Students may be brooding over the things which are far from reality. All these make the individual think more and feel tensed. The escalating demands on the students by the parents, environment, fear of success or failure in academic endeavors, adjustment with peers, result in mental tension, chaos and confusion which in turn lead to either stressfulness or frustration.

Bishat (1980), Edmunds (1984), James Archer, Alisa Lamnin (1985), Zeinder (1992), Manjula, Latha (2003) investigated academic stress among students. Lange (1991), Fan & Michel (1995), Sumangala (1998), Viswanadhan Nair (1999), Raju, Rahmatulla & Ramana (2005), studied and found that there is a significant impact of parental education on students stress and their mathematics achievement.

Studies conducted by Naidu and Thapa (1978), Albuquerque (1987), Feldstein et. al. (1987), Wagner and Compas (1990), Jones (1993), Jai Prakash and Bhogle (1994), Verma and Supriya (1995), Verma and Manika (2004), Alpana Shejwal (2005) showed that there is significant difference in stress among female and male students. Studies of Lytton

and Romney (1991), Fan and Chen (1997) Narayana, Ramachandra Reddy (1998), Shanti Promod (1998), Clark and Gorski (2002), Hisu (2002), Raju, Ramana Jyoti (2005) showed significant effect in Mathematics achievement and stress in both females and males.

Statement of the Problem

In the light of the above studies the topic selected for the present study was “*Stress and Mathematics Achievement of Adolescent Students*”.

Objectives of the Study

1. To find out the relationship between stress and mathematics achievement among intermediate students.
2. To study the impact of some independent variables like gender, year of study, management, medium of instruction, parental educational qualification and locality, both on stress and mathematics achievement of adolescent students.

Tools used in the Study

To attain the objectives, the investigators constructed a Stress Inventory (SI) to measure the amount of stress, while the marks of Mathematics scores obtained by the student in the previous year end examination were considered for achievement.

Variables Studied

Since it is difficult to consider all the factors influencing stress, only a few factors were considered for the study which the investigator felt most important to be included. As per the nature of variables and topic under investigation, dependent variables were stress and academic achievement where as gender, year of study, management, medium of instruction, parental educational qualification and locality were considered as independent variables.

Sample

The sample of the present investigation was selected from 6 junior colleges located in Chittoor District. Out of these 6 colleges 2 from urban, 2 from semi urban and the remaining 2 from rural area were selected by following stratified random sampling procedure. In the second step 15 male and 15 female students from each college were selected. Thus the total sample consist of 180 adolescent students studying intermediate course. Out of them 90 were male and 90 were female students.

Collection of Data

The data regarding the situations of stress in their daily life were collected through informal discussion with 20 adolescent students both female and male, studying in different junior colleges.

Based on the statements of the students the items of Stress Inventory were prepared and to confirm the clarity of each item, grammatical mistakes and category of the item to which it belongs, the tool was sent to 10 subject experts with more than 10 years experience in teaching psychology. Based on this data a Stress Inventory with 72 items was prepared to measure stress. The marks of students in the previous year end examination were considered for achievement in mathematics.

Variable - wise Distribution of Sample Size, Mean, S.D., 't' / 'F' Values

S.No.	Variable	Sample Size	Mathematics Mean	Mathematics S.D.	Stress Mean	Stress S.D.	F/t Value
I. Sex							
1.	Male	90	67.94	14.7	136.18	11.67	'tm'=1.43@
2.	Female	90	64.83	14.3	142.02	11.92	'ts'=2.19**
II. Year of Study							
1.	Seniors	90	64.90	15.8	141.52	16.6	'tm'=1.48@
2.	Juniors	90	68.00	13.1	136.74	14.9	'ts'=2.03**
III. Management							
1.	Private	87	65.10	14.4	138.43	16.12	'tm'=1.14@
2.	Government	93	67.59	14.7	139.12	15.93	'ts'=0.30@
IV. Medium of Instruction							
1.	Telugu	86	65.72	14.3	138.75	16.3	'tm'=0.03@
2.	English	94	67.00	14.9	138.81	15.3	'ts'=0.56@
V. Parental Qualification							
1.	Illiterate Mothers	59	65.77	14.9	136.61	15.3	'tm'=0.005@
2.	Illiterate Fathers	21	65.76	12.1	134.00	15.4	'ts'=0.67@
VI. Primary Level							
1.	Primary mothers	40	65.12	14.2	140.60	14.2	'tm'=0.54@
2.	Primary fathers	28	67.14	16.3	138.32	16.3	'ts'=0.7@
VII. Secondary Level							
1.	Secondary mothers	46	67.23	15.5	140.17	19.97	'tm'=0.47@
2.	Secondary fathers	37	65.59	16.1	132.08	15.6	'ts'=2.07**
VIII. Intermediate Level							
1.	Intermediate mothers	20	67.55	13.8	142.25	12.3	'tm'=1.07@
2.	Intermediate fathers	46	66.21	13.6	138.19	11	'ts'=0.36@
IX. Higher Level							
1.	Higher level mothers	15	67.6	14.6	133.53	10.14	'tm'=0.17@
2.	Higher level fathers	48	66.87	14.9	147.39	18.93	'ts'=3.7*
X. Locality							
1.	Urban	60	70.21	14.1	138.76	16.5	Fs=0.49@ Fm=3.414**
2.	Semi Urban	60	63.58	15.2	139.70	17.4	't12'=2.48**
3.	Rural	60	65.36	13.9	137.90	13.3	't23'=0.67@ 't13'=1.89@

Note : 'tm' indicates t-value at Mathematics Achievement

'Fm' indicates F - value at Stress

'ts' indicates t - value at Stress

'Fs' indicates F - value at Stress

* indicates significant at 0.01 level

** indicates significant at 0.05 level

@ indicates not significant

Findings

1. 60% in the total sample were highly stressful.
2. There exists negative and low correlation between students stress and mathematics achievement.
3. Male students had more amount of stress than their female counterparts.
4. Senior Intermediate students had more amount of stress than the junior intermediate students.
5. Management, Medium of instruction, locality of the college did not have any effect on stress.
6. With regard to parental educational qualification, students having mothers with secondary level educational qualification had more stress.
7. Students who have highly educated fathers had more stress.
8. It was found that gender, year of study, management, medium of instruction and level of parental educational qualification do not have any impact on mathematics achievement.
9. Students studying in urban junior colleges had high mathematics achievement when compared to semi urban and rural localities.
10. From the above findings it could be concluded that students having high mathematics achievement possess less stress compared to other category of students.

Recommendations

1. Preparing and up-to-date revision of lessons reduce the tension and fear of examination.
2. Parents should compare the past and present performances of their wards and guide them but not compare them with other students.
3. Students need proper counselling and guidance from the lecturers to develop self-interest and motivation for better achievement.
4. Students views should be taken into account to make them feel free and relaxed in academic matters.
5. Some other techniques of stress management.
 - a) Practice regular exercise and maintain good food habits

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- b) Avoid excess intake of caffeine, alcohol, drugs etc., which can increase feelings of anxiety and agitation.
- c) Practice of relaxation exercises like abdominal breathing and muscle relaxation techniques.
6. Develop assertive speaking skills like stating feelings in a polite, firm and not overly aggressive or passive ways.
 7. Situation causing stress like facing interviews should be rehearsed.
 8. Practical coping skills like breaking a large task into smaller and more attainable tasks should be learnt.
 9. Divert mind from stressful situation by listening to music, talking to a friend, drawing, writing or spending time with a pet etc., to reduce stress.
 10. Cultivate the ability to say “No” to demands put on you if you feel that these are going to cause you to feel overburdened.
 11. Never be shy about seeking help and advice about stressful situation.
 12. Cultivate the habit of attending to work without postponement.
 13. Planning and activities well in advance and attending to them as per plan and adhering to the proposed plan.
 14. Think twice or thrice before taking important decisions.
 15. Plan every thing however small it may be much well in advance to avoid complications. Planning before hand will always be of a great help.
 16. Keeping the things required, ready, before implementation, saves time.
 17. Share the feelings with somebody without any inhibition.
 18. Never try to hide things or hesitate to reveal the facts.

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**THE ATTITUDE OF TEACHERS TOWARDS INTRODUCING GUIDANCE PROGRAMMES
AT SECONDARY SCHOOL LEVEL**

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The fundamental problem of life is adjustment. At birth the human infant is much less adjusted to the world in which he must live than many of the simpler organisms. Man's dominant place in the universe is due largely to his remarkable capacity for modifying his reactions and behaviour in the direction of a more adequate adoption to the conditions under which he must live. The process by which these changes take place is called learning and the result is called education. The function of the school is to provide a favourable environment in which these changes may take place is called learning and the result is called education. The function of the school is to provide a favourable environment in which these changes may take place. The role of the class room, teachers and of the school administrators is to stimulate and to direct the learning process.

The aim of all guidance is to assist the learner to acquire sufficient understanding of himself and of his environment to be able to utilise most intelligently the educational opportunities offered by the school and the community. The problem of guidance arises from the fact that an immature but growing individual with a unique combination of abilities and limitations is confronted with a complex and ever changing environment. It seeks to assist each student to choose and make satisfactory progress in those activities which will contribute most to his development, happiness and social worth.

Guidance is referred to as a process of assisting or helping the students by properly trained teachers, career masters or special guidance personnel's in planning their own future wisely and in developing their potentialities to the maximum, to solve their problems and to lead a successful personal and social life. Major areas of guidance are educational guidance, vocational guidance and personal guidance.

Guidance Services in Schools

The needed service for an ultimate elaborate programme of guidance are : 1) Data collection service; 2) Occupational information service; 3) Self - inventory service; 4) Counselling service; 5) Vocational preparation; 6) Placement service; 7) Follow-up service and Research service.

Role of the Teacher in Rendering Guidance

Generally speaking guidance is essential for every body at all times but for school children, in particular, it is more essential because children are small, weak, ignorant and immature and they look to the elders for help and guidance in various ways. One of the fields in which school children, in particular, stand in need of guidance is their education

and the choice of study. The guidance in the choice of study in schools is more important. The proper choice of subjects at this stage goes a long way in their proper education and consequently the whole career in life.

Objectives of the Study

The objectives proposed for this present study are :

1. To find out the attitude of teachers towards introducing guidance programmes at secondary school level.
2. To find out the attitude of government and private teachers towards introducing 'Guidance' programmes at secondary school level.
3. To find out the attitude of urban and rural teachers towards the introduction of guidance programmes at secondary school level.
4. To find out the attitude of male and female teachers towards the introduction of guidance programmes at secondary school level.

Need and Scope of the Study

One of the primary purposes of education is to aid individuals to adjust to personal, emotional and economic problems. The adolescent stage is a critical one. At this stage the need of the guidance in all aspects is more useful, for better development and adjustment of the adolescents. The role of the school and teacher is more important in rendering guidance to the students. Particularly at secondary school level the guidance programmes have to be conducted regularly.

Generally the students need help for their educational, vocational and personal problems. Every student has to develop individually and to settle in a good job and also to lead a successful life, for which every teacher needs to give educational, vocational and personal guidance to the students. The teacher has to collect data of every student and analyse the same and give guidance to the pupils. The role of secondary school teachers is much essential and important in organising the guidance programmes at secondary school level. So there is a need to find out the attitude of teachers towards introducing guidance programmes at secondary school level.

The scope is limited to eighty secondary school teachers. The variables selected by the researcher are limited to locality, management and gender as variables and the tool used is questionnaire.

Review of Related Literature

Dandapani, S. (1976), revealed that 1) The academic achievement of the counseled under achievers was significantly greater than that of non-counselled under achievers. 2) The academic achievement of the counselled under achievers, was significantly greater than that of the non-counselled normal achievers. 3) There was no difference in the academic achievement of the non-counselled under achievers and non-counselled normal achievers.

4) There was no difference in the academic achievement of under achievers of merchant class and clerical class families; the under achievers of professional class families differed significantly from the other two groups.

Fernandez, L. (1984) found that 1) The academic achievement of counseled pre-adolescent under achievers was significantly greater than that of non-counselled under achievers. 2) The academic achievement of counseled pre-adolescent under achievers was significantly greater than that of non-counselled pre-adolescent normal achievers. 3) The academic achievement of counselled adolescent under achievers was significantly greater than that of non-counselled adolescent under achievers. 4) The academic achievement of the counselled adolescent under achievers was significantly greater than that of non-counselled adolescent normal achievers. 5) The academic achievement of counselled adolescent under achievers belonging to families holding white - collar jobs and blue - collar jobs did not differ significantly. 6) The academic achievement of counselled pre-adolescent under achievers belonging to families holding white-collar and blue-collar jobs differed significantly.

Premalata, (1984) revealed that 1) Adolescents as a group has a large number of problems. These were related to physical development, physical growth, physiological growth, intellectual development, emotional development, social development and moral development. 2) The parents were not equipped for the role of counselling. They were ignorant about the problems faced by their children. 3) The teachers were also not in a position to identify the problems faced by the students. They were not exposed to any counselling practice either in theory or practice.

Kamat, V. (1985) identified 1) Significant improvement in the achievement of students because of coaching. 2) Self-concept as a developmental aspect of personality was opened to be improved through improvement in academic achievement.

Batnagar, A. and Gupta, N. (1988) revealed higher career maturity scores after the guidance intervention programme. No sex difference emerged in career maturity either before or after the intervention.

Gaikwad, S. (1989) found that the students who were above average in intelligence showed definiteness and those who were below average in intelligence were not certain about further course of study. The study showed that psychological testing, occupational information and group guidance programme certainly, helped the students in making appropriate educational choices.

The studies revealed that there is less research done on the attitude of teachers towards introducing guidance programmes in secondary schools, hence the present study.

Findings and Discussion

Hypothesis 1

The secondary school teachers have no positive attitude towards introducing guidance programme at secondary school level.

Table 1 : Attitude of Secondary School Teachers Towards Introducing Guidance Programmes at Secondary School Level

Sample	Size	Mean	S.D.
Secondary School Teachers	80	42.2	4.02

1. The secondary school teachers have a positive attitude towards introducing guidance programmes at secondary school level.

From the result it is seen that the secondary school teachers are possessing positive attitude towards introducing guidance programmes at secondary school level. It shows the necessity of guidance programmes at secondary school level. Hence the government and all educational institutions have to organise guidance programmes in all schools as a part of education for overall development of the students. Now-a-days proper and regular guidance is compulsory for everybody. Hence all the schools are suggested to provide convenient atmosphere in the schools. The schools should conduct guidance programmes regularly according to the necessity of the students. The schools should conduct guidance programmes regularly according to the necessity of the students. The schools should have trained guidance workers. All the schools are advised to have complete awareness on the guidance programmes. The child developed by the proper guidance will become a more useful person to the society and also to the nation.

Hypothesis 2

There is no significant difference between the attitude of Govt. and Private / Rural and Urban / Male and Female secondary school teachers towards introducing the guidance programmes at secondary school level.

Table 2 : Comparison of the Attitude of Government and Private / Rural and Urban / Male and Female Secondary School Teachers Towards Introducing Guidance Programmes at Secondary School Level

S.No.	Variable	Sample	Mean	S.D.	Mean	SED	C.R.
1.	Government	40	42.775	4.643	1.15	0.89582*	1.2837
	Private	40	41.625	3.2477			
2.	Rural	40	42.775	4.4056	1.125	0.89582*	1.2837
	Urban	40	41.65	3.5845			
3.	Male	40	42.475	4.414	1.3	4.0658*	0.3197
	Female	40	41.175	4.0056			

Critical value at 0.05 level is 1.96

* Not significant at 0.05 level

The above results from the tables reveal that need of introducing guidance programmes at secondary school level irrespective of the type school, location of the school and the gender of the teacher. The result reveals that both the government and private school teachers favoured implementing guidance programme at secondary school level. It is a good sign that both the rural and urban school teachers have showed positive towards introducing guidance programmes at secondary school level. It is seen from the results that both the male and female teachers responded positively towards introducing guidance programmes at secondary school level.

Findings

1. The secondary school teachers are found to have positive attitudes towards introducing guidance programmes at secondary school level.
2. There is no significant difference in the attitudes of teachers towards introducing guidance programmes at secondary school level between the teachers of : i) Government and Private schools, ii) Rural and Urban, iii) Male and Female.

Suggestions for Further Research

1. A study can be made on junior and degree college levels towards implementing guidance programmes.
2. A study may be taken on the attitudes of secondary school students towards guidance programmes.
3. The present study is limited to non-residential schools only. Hence a study may be taken up along with the sample of residential, semi-residential schools also.
4. A study can be made on the attitude of principals and head masters towards introducing guidance programmes.

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NEED FOR INFORMATION TECHNOLOGY EDUCATION FOR PERSONS WITH DISABILITIES

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Introduction

Technology is significantly more important for special education than general education, as it caters to the needs of individual learner and makes the complex task to be as simple as possible. Further technology gives space for innovations to withstand in the field of special education and also enumerates disabled persons capabilities to adhere with successions.

Importance of Technology

Technology serves as lithe for persons with disabilities. It's appropriate use can reduce barriers both in study and work environments and can also substantially serve the visually impaired persons who are currently deprived of any educational and vocational opportunities.

Technology in the Present Scenario

More technological implementation will never serve persons with disabilities. It requires some adaptations to suit their individualistic needs. Adaptation in technology can be visualized as four stage strategy. Firstly duplication of technology standards for easy access can be formatted. When duplication is not feasible, modification of technology can be implemented. When modification is not possible, provision of suitable alternative experiences can be opted. It is only in very few special cases, that the tasks cannot be adapted as in certain disabilities such as visually impaired, for they are marked by reduction in range and variety of experiences, reduction in control of environment and reduction in task performance.

However, Information Technology can be a boon for visually impaired only if they are given opportunities with right intervention modules. Therefore 'I T' components should have a prominent place in the curriculum of both special and mainstream schools.

The prevalence of assumption that visually impaired are tabooed only to the courses of arts and humanities and not on par with the technology oriented courses which matter for utter surveillance. This attitude requires subsidence because they only require right opportunities, ventures to participate in technology courses to a greater extent.

Technology in Classroom Situation

Inclusion of appropriate technology on teaching and learning pursuits requires adequate planning and commitment. Incorporating technology into the classroom means

a transition from regular desk environment, where students use only books and the braille writer, into an environment capable of providing appropriate fibre optics, electrical connections, telephone connections, furniture and lighting. So placement of adequate technology in classroom necessities concern for setting up careful programs.

Setting up Programs

Technology gives access, to all students with disabilities, to communication and social interaction, that were not previously available to them. But success in technology to meet the needs of disabled students solely depends on staff; the creativity, competency and pro-activeness of the staff in the utilization of such technological services. Keeping this in concern the following are considered important in setting up programs for the persons with disabilities.

- ❖ Provisions of assistive devices in accordance to their unique needs and requirements.
- ❖ Formulation of collaborative team including teachers, therapists, parents and professionals concerned should strive to meet the demands of the unique needs of persons with disabilities.
- ❖ Designing extensive training program packages for teachers, to integrate the philosophy of technology into the curriculum.
- ❖ Maintenance of comfort level of the teaching staff will serve as a fuel to develop their competencies to process the proposed program.
- ❖ Integrating classroom setup for renovation must be considered for disciplinary action because it paves way for easy computer access and other assistive devices.
- ❖ Classroom setting should not be confined to technology implementation alone, it should also facilitate access to curriculum and participation in classroom activities.

Sources of Assistive Technology for Persons with Disabilities

One crucial fact is that creativity and perseverance are essential if technology is implemented in the curriculum for persons with disabilities. Such creativity and perseverance have set pace for devising various assistive devices that can be used by persons with disabilities to cater to their individualistic unique needs.

The following are some of the technological devices used by persons with disabilities.

- ❖ Screen Reader
- ❖ Screen Magnification
- ❖ Refreshable Braille Display
- ❖ Closed Circuit Television
- ❖ Portable Note - Taker

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- ❖ Braille Embosser
 - ❖ Scanners
 - ❖ Adaptive Keyboards
 - ❖ Augmentative Communication Devices
 - ❖ Laser Cane
 - ❖ Softwares such as Kurzweil reading machine, Jaws, Magic, etc.

Such devices have access for independent living of persons, with disabilities, with ease.

Conclusion

Technology is changing everyone's life. This should be and is also for persons with disabilities. It is the key for them to learn and participate in daily activities. So appropriate technology must be patronized at the right time to them in accordance to their unique needs. Also learning to use technological perspective is an ongoing cumulative process essencing formal training and utilization for upgrading one's skills. To conclude implementation of technology on educational pursuits acts as a pep to upgrade the life of persons with disabilities.

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QUESTION BOX, 'MAY I HELP YOU' - AN OPPORTUNITY TO GROUP GUIDANCE AND COUNSELLING

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Significance of the Topic

The youth of the present day, in this competitive world are struggling hard to win identity and to get what they wish. In this process they are in several conflicting, distracting, difficult and stressful situations. They are in conflict of behaviours due to their exposure to varied cultures through mass media, books, travel and so on. Mostly the cognitive pursuits and academic excellence at the cost of other aspects of student life and needs are over emphasized in schools, colleges and universities. Owing to several socio-economic and political factors, a significant section of youth is becoming estranged and alienated from society. They suffer from the compulsive desire of self-importance, ambition, envy, greed, sex fulfillment, lack of need satisfaction, and uncertainty with regard to future. The meager employment opportunities breed insecurity and fear in the students. More over too much thinking is a pressure besides academic pressure, parental pressure, peer pressure in the cross cultural scenario and pressure due to speedy life patterns.

The youth joining the teacher training institutions are given the foundation courses besides methodological interventions for their capacity building to broaden their perspectives. Some of them are without sound schooling and adequate knowledge in their subjects but aspire high. Some have not joined the course out of interest, but joined they got through the entrance test which they took on the advice of others. Some girl students live, for the first time, away from their parents. The freshers also pose a host of problems of adjustment in their relationships as they have to live all through together. The highly academic atmosphere due to loaded B.Ed. course components may lead to acute problems in academic adjustments. Some become home sick, some turn emotionally brittle, some suffer from lack of knowledge and foundations to develop professional skills in teaching. Some lack necessary and efficient methods of study and performance competencies in the professional course. Hence the professional educational institutions need to provide guidance and counselling services.

Objectives

1. To identify the guidance and counselling needs of prospective teachers through a 'question box'.
2. To address their misperceptions, irrational attitudes and lapses in their performance.
3. To expose the realities besides imaginations, in relation to their problems and

expectations.

4. To identify the cases for individual counselling.
5. To promote self awareness by bringing to their awareness the holistic perspectives of the matured and holistic minds.
6. To evaluate the effectiveness of group counselling from the counsellors feed back.

Methodology

Group counselling is the major process adopted in dealing with the issues of 'question box' besides group guidance for the following reasons.

1. In a group setting, the individual tends to lose her or his identity and is therefore less self conscious and responds more naturally.
2. It also has a great economic appeal in terms of time and counsellor's expertise.
3. Counsellors can also strive to give their best to the largest number who need her assistance through group counselling approach.
4. Counsellors with similar problems, though express differently, can be met at a time.
5. To identify the cases for individual counselling.
6. A well knit homogenous group with a defined purpose in a conducive environment where the resistances are lowered do respond with cognitive facility provided by the counsellor and do release their tensions.
7. To promote self awareness by bringing to their awareness the holistic perspectives of the matured and holistic minds.
8. To evaluate the effectiveness of group counselling from the counsellors feed back.
9. An integration of group sessions followed by individual sessions were found effective in some instances.

Tool and its Administration : 'May I help you' box

The students are asked to leave their questions anonymously. These questions would be answered fortnightly on a day, in guidance and counselling period, in the last hour.

The "May I Help U" box is opened in the afternoon of that day to pick-up the papers with questions.

Sample

The sample includes any prospective teacher with a question or questions. The guidance and counselling session would be attended by all the student trainees or most of them, to get the benefit out of it.

Analysis of the Questions

1. Common questions would be identified, though personal descriptions vary a little or widely, to deal with them broadly.
2. The remaining questions would be further analysed to answer in the group and to arrange individual counselling session on the following day for the needy.

Some of the common questions are as the following

1. How to develop interest in studies?
2. How to forget family members, to study well?
3. How to control thoughts about many things while studying?
4. I am afraid of.... How to avoid fear?
5. Why do we feel jealous? How to get rid of it?
6. died. I am unable to concentrate with those memories. What is the way out ?
7. How to control mind?
8. How to overcome stress?
9. How to control anger?
10. feeling guilty. How to get rid of guilt feelings?

The Counsellors Approaches

The counsellor would follow holistic approaches of counselling to expose the realities of life. The nature of mind would be cared for and cognitive capacity to find the facts would be tapped.

1. The way of counselling in group is to promote reality orientation.
2. To improve personal competencies of understanding to balance the impulses and express the emotions to the required extent.
3. To promote self-awareness to find limitations in oneself, to take right decisions at right time to solve ones problems.
4. To develop realistic attitude with independent thinking and understanding
5. To facilitate them to get insight into the issue that reconstructs oneself and
6. To be free from unrealistic fears, anxieties and groundless expectations.

The issues would be thoroughly addressed by the counsellor who also would develop herself on understanding the literature of great teachers and the very living models.

She facilitates the counsellees to change their attitude or belief or tendencies to weave a lot of non-fact around the facts by bringing out the facts into light; to resolve the value conflicts by making value clarification; to understand ones perceptions, expectations, likes and dislikes that aroused emotions and led to confusion and made it a problem. As Ellis says that intellectual insight is a necessary condition for emotional insight the scientific

and objective approach along with human feeling are optimised in the interventions. As the predominance of secrets burden the person with guilt and restrained emotions that have destructive effects according to C.G. Jung direct and indirect opportunities have to be provided by the counsellor to facilitate cathartic effect and to minimise the hazardous effects of guilt and anxiety.

Group Guidance

Group guidance for the first three questions was given to develop meaningful study, time management and impressed on the necessity of having rules and regulations for smooth group living and how to care for others along with oneself and ones comforts.

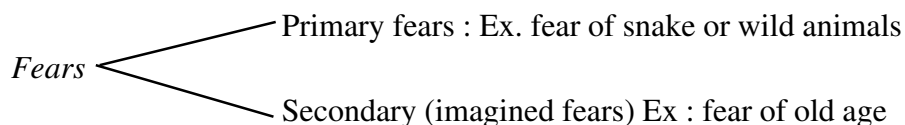
Group Counselling

Though self-knowing is ineffective in case of those with little moral values even if they are deeply convinced self-awareness is to be promoted among the counsellees to the maximum possible extent.

I am afraid of.....

Jiddu Krishnamurti who is considered to have spoken a lot on psychological fact says about the roots of fear, nature of fear, what it does and how to be free of fear.

"We can see what fear does to each one of us. It makes one tell lies, it corrupts one in various ways, it makes the mind empty, and shallow. There are dark corners in the mind which can never be investigated and exposed as long as one is afraid. Physical, self-protection, the instinctive urge to keep away from the venomous snake, to draw back from the precipice, to avoid falling under the tramcar, and so on, is sane, normal, and healthy. But I am talking about the psychological self-protectiveness which makes one afraid of disease, of death, of an enemy. When we seek fulfillment in any form, whether through painting, through music, through relationship or what you will, there is always fear. So what is important is to be aware of this whole process in oneself, to observe, to learn about it, and not ask how to get rid of fear". 6th talk, 2/8/62.



We find from this the physical fears on seeing a snake, or a wild animal are normal, healthy and natural to protect oneself from. But there are very many psychological fears of losing a job, of not fulfilling, of not being somebody, of going wrong, of public opinion, of darkness, of physical pain, disease, of dark, of old age, fear of death and dozens of such fears. They are all imagined or out of the desire to be certain. They may be conscious and unconscious fears.

The behavioural outcomes of fear

- Fear breeds illusions
- Fear makes the mind dull and dead.
- Fear makes one to withdraws from challenges.
- Fear makes one isolate oneself.
- Fear builds a wall around oneself through various activities, through various lies.
- Fear seeks others help.
- Fear creates conflicts, resistance and aggression.

Why do we have Fears ?

Loneliness is the cause of fear. Any form of escape from fear not only precipitates and strengthens fear but creates conflict. Attachment implies fear. As long as one is occupied with the pleasure of attachment, fear is hidden, locked away, but it is always there. Desire to be possessive of people, things, beliefs and hopes breeds fear on the other side. Fear can't exist by itself. It exists only in relationship to something.

Facing the Fact of Fear

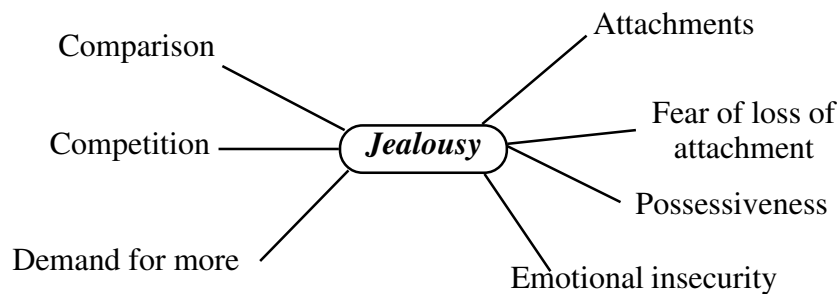
Fear is to be understood. The mind that lives in fear can't look or hear clearly and directly. Even if one runs away from it for a day or for an year, or for sometime, it catches up. Again the first thing to realise is that any form of escape from fear not only perpetuates and strengthens fear but creates conflict. Therefore the mind is incapable of coming directly into contact with fear. 'Fear is the essence of the animal'. Facing it non-verbally to look at it and bring it out without suppressing, accepting, and denying it helps the mind to be fully aware of the fear.

Out of such learning and understanding of fear comes intelligence when we directly come into contact with fear, there is a response of the nerves and all the rest of it. When the mind is no longer escaping through words or through the activity of depending on the book, or the leader, or guru or the temple it deals with the fact and then can be free of it.

Krishnamurti further says, "Freedom from this background is the state of immediate maturity, and to be mature is to empty the mind of all fear". One can be mature enough when one is free of all sorts of imaginary fear.

Why do we feel Jealous ? How to get rid of it ?

One has to observe how the present culture based on acquisitiveness encourages envy. The competition, comparison and worship of success with its many activities sustain envy. The demand for more is jealousy. The desire to succeed is deeply embedded in almost everyone. When the envy becomes distressing, painful one attempts to get rid of it.



Way out of the memories of a dead person

One has to look inward and understand the subtleties of the mind to develop as a teacher. The counsellor also impresses on how death is natural, for anybody who has life irrespective of any identity, age and time and how precious it is to live with the awareness of all the natural happenings.

To Control the Mind

Finding what the mind is interested in helps to know its importance and further in having attention on the present issue.

To Overcome Stress

Understanding how much we think about the past events and imaginatively about the future and how it causes stress.

Why of Anger ? To Control Anger

The major cause of anger is psychological demand for security, surity and certainty. When somebody says a flattering word we are pleased and unkind word we turn angry and we are hurt. We have images or ideas about ourselves. When our image is attacked anger is awakened? We live in the ideational world. When the reality is pointed out by other, with regard to us then anger is aroused. When somebody ill-treats for no reason we become righteously angry. But we don't understand that he and his culture is responsible for his ill treatment. We can ignore his ill treatment as his problem. When our expectations do not materializes we become angry. Only understanding of ourselves, in that situation and others, resolves anger.

To get rid of Guilt Feelings

Our hypocrisy leads to guilt feelings. If we hide the things and cause disturbance to others, if we say one thing and do differently, and if we lie we suffer from much guilt. Being honest and frank with oneself and others is the first principle of mental hygiene.

Thus the counselling sessions could be conducted to facilitate cathartic effect.

Observations

- Prospective teachers participated actively and keenly as they were told to raise questions even in between i.e., during the session. They questioned further to get things clarified.
- Consequently questions during the guidance and counselling sessions were more than the lengthy questions they used to leave in the box.
- They used to sit even though the time was up.
- The non-verbal expressions were promotive in group counselling.

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EFFECTIVENESS OF THE SYNTHETIC ANALYTIC AND POLYA'S HEURISTIC APPROACHES ON THE ACQUISITION OF PROBLEM SOLVING SKILLS IN MATHEMATICS

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The main aim of presenting this article is to bringout the relative effectiveness of the three methods of teaching i.e. synthetic analytic and Poly's heuristic approaches in the acquisition of problem solving skills in Mathematics. Among these methods, synthetic method can be called as a normal classroom teaching method or conventional method. Analytic method as the process where creativity and originality, function to some extent, through hypothesizing and verification of solutions , whereas Polya's heuristic approach is a method based on a systematic stage wise generalised process of solving mathematical problems. This paper consists of Research Questions, Hypotheses, Research Procedure, Data Analysis, Findings, Recommendations and Conclusions of the experimental research conducted on the relative effectiveness of these three methods.

Mathematics is one of the most important and challenging subject in teaching - learning process which has been very liberally used and applied, in almost all aspects of human endeavour, with power and convenience. Kothari Commission, draws the attention of the educators to the teaching of mathematics and the need for strengthening the method of teaching mathematics and the need for strengthening the methods of teaching mathematics. **Butler and wren (1960)** maintain that through the teaching of Mathematics students attain higher intellectual and mathematical abilities like logical thinking, rational reasoning, concentration of mind, orderly presentation, precision and accuracy, analytical and inductive skills, and above all generalisable problem solving abilities.

Problem Solving in Mathematics

Mathematical problem solving has occupied a very important place in the teaching of mathematics. **Rosenbloom (1966) and Polya (1966)** assert that the 'Central' activity of all teaching of Mathematics is the development of problem solving skills in the students. **Collier and Lerch(1969)** observe that problem solving is a 'major force' in the growth of modern mathematics and Barnes (1959) stresses that it should be a 'major concern' of the school curriculum.

Synthetic Method

Agarwal (1992) and Sidhu (1991) list out a number of methods of teaching mathematics for problem solving, emphasizing among these, the synthetic method of presentation of a problem which is mostly and conveniently used. Synthetic method starts from known and proceeds to unknown Synthetic method promotes rote memory and

mechanical applications with no element of discovery or experimentation. The Synthetic method emphasises elegant, orderly, and logical presentation of steps of a problem solution and it is a product of thinking process. Synthetic method will only produce students who can solve particular type of problems and not students endowed with general and sustaining skills of problem solving.

Analytic Method

Analytic method is a process where creativity, and originality function to some extent, through hypothesizing and verification of solution process. Analytic method starts from unknown and proceeds to known offers the child a better opportunity to analyse the problem into its constituent elements, often to known quantities to relate, combine, and operate on these with a possibility of arriving at solutions. As this process is time consuming, student oriented and at times, confusing or uncertain in arriving at solutions.

Polya's Heuristic Approach : In Indian situation, Polya's approach (1957), though nearly five decades old in Western Countries, is not really tried in schools as seen from its total absence in books on methods of teaching mathematics and from the scant research accrued on the topic. Polya's approach is extremely sound and is generalisable in its scope as it is based on the formats propounded earlier by distinguished thinkers like Dewey (1910), Parker (1923), and Maier (1931). Mathematical problem solving, and, for that matter any human problem solving, essentially, should follow the steps or stages : (1) understanding the difficulty or the conflict. (2) analysing the situation or content. (3) analysing the goal or possible end of the conflict, and suggesting and (4) verifying available solutions or processes. They suggest that one should be equipped with a broad and an all time skill and confidence to meet and proceed whenever one encounters a problem of any kind.

Polya's (1957) heuristic problem solving approach draws its inspiration from the structures presented above, polya gives a list of questions and suggestions classified under four categories.

1. Understanding the problem
2. Devising a plan
3. Carrying out the plan, and
4. Looking Back

Research Questions

1. What's the effectiveness of synthetic method in developing problem solving ability of the pupils in mathematics ?
2. What is the effectiveness of Poly's method in developing problem solving ability of the pupils in mathematics.

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3. What is the effectiveness of analytic method in developing problem solving ability of the pupils in mathematics.
 4. What is the relative advantage of one over the other in achieving the generalisable problem solving ability of the experimental research process ?

Hypotheses

Hypotheses framed on the basis of the difference of the means of performance scores.

1. There is no difference between the initial and final performances of students in the group taught by synthetic method.
2. There is no difference between the initial and final performances of the pupils in the group taught by analytic method.
3. There is no difference between between the initial and final performances of the pupils in the group taught by Polay's Method.
4. There is no difference between the synthetic and Polya's methods in promoting problem solving skills of pupils.
5. There is no difference between analytic and Polya's methods in promoting problem solving skills of pupils.
6. There is no difference between the gain scores i.e., difference scores of pre and post tests, when three methods are compared
7. There is no difference in variances of the performance scores of students in three different method groups.
8. There is no difference between the three methods of teaching is analytic and Polya's methods in influencing students skills at different levels of operation in given phases of development namely : i) identifying the unknown, ii) relating the unknown to the immediate secondary data, iii) relating the secondary data to the primary data.
7. There is no difference between the analytic and synthetic methods in pramoting problem solving skills of pupils.

Research Setting

The research setting is the secondary school and the content, secondary school mathematics. Also the study concerns itself with the ability groupings of the students and the extent to which each group is affected by these experimental treatments.

Experimental packages were prepared with help of experienced teacher educators on the presentation of Polya's methods in the topics, Sets and Quadrilaterals', scheduled in the syllabus time-table for the experimental period of one month. Two experienced, willing and committed mathematics teachers were given adequate training for about fifteen days

until they expressed full confidence in implementing the tasks skillfully, effectively, applying more specially, the relatively new method of Polya. Experimental threats, both external and internal have been minimised to a great extent. The pretests and post tests were prepared carefully, taking into consideration the various problem solving skills and stages that reflect the salient and essential features of synthetic, and polya's method. A blue print was prepared on knowledge, understanding, application, and skills (KUAS) for the tests to further validate the test content.

Experimental Procedures

To conduct the experiment, an accessible sample of two different sections of girl students were chosen from two different schools of the same locality. The girl students come from, almost, similar socio-economic backgrounds. The age ranges of the three groups were also equivalent. They were exposed to the same mathematics curricula, taught by teachers, of almost, the same teacher education back ground also.

The influencing factors listed above being similar or equivalent, ensure some sort of minimization of other influences in the experimental situation. But the achievement levels of the groups of girl students measured on a pre - test on problem solving in mathematics did yield different scores and hence the groups were not equivalent on the criterion measure. 'Intact' classes were taken for the purpose of the experimentation and in order to counter the initial differences ANCOVA was used to establish the effectiveness by correcting for 'residuals'.

Experimental Design

As recommended by Best (1965), Tuckman (1972) and Lokesh Kaul (1984). Non randomised - intact - experimental - control groups pre-test, post test design was suitably used.

Experimental Design of the Present Study

Group	Pre-test	Treatment	Post-test
II (E ₂)	T ₁ C	Synthetic presentation,	T ₂ E ₁
III (E ₂)	T ₁ E ₂	Polya's Heuristic problem,	T ₂ E ₂ solving method
I (C)	T ₁ C	Synthetic presentation Traditional	T ₂ (C)

Sample

In the present study intact classes were considered for reasons of administrative feasibility. Two different sections of students from two different schools in the same locality were chosen.

- i) They were mostly from the same socio-economic background
- ii) They were more or less of the same age group
- iii) They were all exposed to the same mathematics curriculum
- iv) They were taught by teachers of similar teacher education background, teaching experience and qualifications.

Data Analysis and Findings

Table 1 : Effectiveness of Synthetic, Analytic and Polya's Methods

Method	No. of Students	Pre - test		Post - test		S _{Ed}	't' Value
		Mean	S.D.	Mean	S.D.		
Synthetic	48	43.3	10.9	48.8	21.4	3.4	1.4 ^{NS}
Polya problem solving approach	46	42.4	7.6	70.6	15.1	2.5	11.2**
Analytic	49	40.6	10.2	71.4	16.2	2.7	11.4**

- i) The synthetic group did not make any improvement from its initial position after the one month traditional teaching of the context matter.

S. No.	Method	Pre - test		Post - test		S _{Ed}	't' Value
		Mean	S.D.	Mean	S.D.		
1.	Synthetic	48	21.4	48.8	21.4	3.81	5.72**
	Polya's	46	15.1	70.6	15.1		
2.	Synthetic	48	48.8	21.4	48.8	3.86	5.85**
	Analytic	49	71.4	16.2	71.4		
3.	Analytic	49	71.4	16.2	71.4	3.86	0.25 ^{NS}
	Analytic Polya's	46	70.6	15.1	70.6		

Table 2 : Relative Effectiveness of Synthetic and Polya's Methods

- i) A significant difference could be seen between the synthetic method group and Polya's method on post - test scores.

- ii) A comparison of the post performances yielded a significant difference between synthetic and analytic method groups.
- iii) No difference occurred in the post test scores between analytic and Polya's method groups.

Table 3 : Comparison of Difference Performance

- i) A study of the gain scores is difference in pre tests and post scores subjected to 't' test, again resulted in significant differences between analytical and synthetic method and Synthetic and Polya's method
- ii) Gain scores are not significant between analytic and Polya's method groups.

Table 4 : ANOVA of Post Test Score of Pupils of Synthetic, Analytic Polya's Heuristic Methods

Table 5 : Summary of the Three Group Analysis of Covariance (ANCOVA)

Table 5 (a) : ANCOVA

- i) The ANCOVA test on the pre and post-tests, after isolating the initial difference effect, also produced significant 'F' value of difference of variances.
- ii) The post-test scores subjected to ANOVA revealed a significant test of variance (F) in favour of experiment between group variances.

Table 6 : Percentage of Performance of Poly's Stages of Problem Solving

S.No.	Stages	Synthetic	Polyas	Analytic
1	Understanding the problem	45	73	72
2	Devising the Plan	26	75	70
3	Carrying out the plan	54	88	83

S.No.	Analytic method phases	Looking for SMk	A.M.	Poh. M	5	SD	F
1.	Identifying the unknown	65	92	90			
Among means	2	255.22	15787.98	1750.76	15788.4	7894.07	
2	Relating the unknown to the in	27	82	77			
Within groups	139	13584.01	44645.46	20274.40	44643.97	321.17	17.92 24.58**
Total	141	13839.23	60433.44	22025.16	60432.11		
3.	Relating secondary data to primary data		20	73	65		

Table 7: Performance of Phases of Analytic Method

- i) The experimental students taught by Polya's method are functioning well in the four problem solving stages and three phases of analytic process.
- ii) The synthetic method students fared very dismally in three phases and stages except on the under standing of the problem stage.

Table 8 : ANOVA for Post Test Scores of High, Average and Low Ability Groups

Ability Groups	High		Average		Low		' f ' Value
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Synthetic	81.3	13.94	52.25	12.38	28.8	8.12	46.50**
Polyas	98.5	0.5	75.7	10.14	55.65	12.37	22.49**
Analytic	83.6	18.19	78.73	8.53	59.1	16.63	17.81**

- i) The high ability group did not get influenced by any method differentially.
- ii) The other two lower levels of student abilities are beneficially affected by the experiment both the methods analytic method and Polya's method.
- iii) The teachers who participated in the experiment have proved their competence to implement different methods and produce significant results in a short time.
- iv) The ANOVA test as the three ability grouping produced no significant results in the high ability students.

Conclusion

It can be concluded that the experimental treatments, Analytical and Polya's methods are successful in inculcating the required problem solving skills and functioning at highest levels in the students while synthetic method, or the traditional method continued to function at the same level of effectiveness. It can also be concluded that Polya's method, introduced relatively as a new problem solving approach, produced better effects on problem solving stages. Therefore, it can be said that teachers need to make special effort to implement Polya's method vigorously and conscientiously. It is immaterial for high achievers which ever method was followed, they can adopt and adjust beneficially to any teaching process. But average and low achievers are benefited by the new approaches. Mathematics teachers can implement Analytic and Polya's heuristic approach when and where necessary to develop generalised problem solving abilities of the children.

The Polya's method and the analytic method with all three functional implications at higher levels and ingredients involving students with question and suggestions for thinking reasoning, relating, hypothesising and verifying have really produced a genuine effect on the students resulting in greater confidence and better skills of problem solving . No difference is found in the effectiveness of Polya's and analytical methods. Infact, numerically analytic method has an edge over the other, there by suggesting the teacher's who know the analytic method well in their pre-service education should use this method to advantage by maximising the efficiency of instruction.

Recommendations

- i) A class room mathematics teacher should always experiment with instructional innovations and implement the best that promote the required skills.
- ii) Following analytic method conscientiously and systematically not relaxing towards synthetic method, will develop better problem solvers in mathematics.
- iii) The teaching of mathematics should aim primary at the development of generalisable problem solving skills. Hence Polya's method may also be used with power and confidence. A judicious mixture of analysis and Polya's would certainly yield maximum results.
- iv) In service training programmes on the new strategies of problem solving given from time to time will enhance the commitment of the mathematics teachers towards experimentation and extra efforts rather than stagnate themselves under comfortable self complacency with the mechanical synthetic exercises.
- v) A longitudinal research on these methods systematically experimented with greater controls may yield more useful information for mathematics teachers.
- vi) Classroom observational research, while teaching for problem solving might reveal the anomalies, the defects, perhaps, even some merits, which when pointed out may help the practising teachers correct and strengthen themselves.
- vii) Developing problem solving abilities in a climate of interrogation, reasoning, analysis, hypothesising, trying, innovating, certainly, provides for a wonderful opportunity to draw and develop the child's potential to the maximum possible levels and in the long run enable student absorb and manifest generalisable problem - solving abilities which one need to encounter any problem, issue, or situation, in one's life endeavours, with confidence, mastery, skills and resources which is the primary and, also, the ultimate aim of teaching of mathematics.

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ORGANIZATION AND MANAGEMENT OF SPORTS AND PHYSICAL EDUCATION ACTIVITIES FROM SCHOOL TO UNIVERSITY LEVEL

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Educational institutions play a primary role in the development of human resources of the society and they are the most powerful and effective institutions for the achievement of intellectual skills, knowledge, understanding and appreciation, necessary to make wise decisions, rational judgements and logical analysis of any problem.

Physical Education programme in the educational curriculum is based on scientific facts and principles and is designed to compliment the biological, psychological, and socio-economical aspects of growth and development. It aims to develop the youth into enlightened citizens, who have the capacity to enjoy a happy, vigorous and interesting life.

The performance of an athlete in the present field of sport and physical education largely depends upon a number of factors, such as, age, sex, physiological, psychological and socio-economical background of an individual. Age is a primary factor that has an important role in the initial stages for the participation in physical education programme. When children are as young as about two years they tend to have natural movement, they start playing with ball, bat, etc., and engage themselves in throwing, kicking and holding activities. This may be the right age to make them sports conscious.

Socio-economic differences in relation to school going children revealed the fact that awareness about one's health and awareness in sports and physical education declined in many parts of India and abroad too. Many regions in India have been facing the problem of non-availability of modern infrastructure and lack of facilities and there are many schools in the country which do not have proper playgrounds and physical instructors. This naturally leads to an improper growth and physiological immaturity of boys and girls. Apart from this, the socio-economic status also deprives their natural growth. The foregoing analysis would reveal how the disparities in the socio-economic conditions affect the performance level with the concomitant nutritional aspects as the contributory factors affecting or enhancing the performances.

There is an escalating need to each and every physical educationist to once again think about the management of physical education and sports in the country in general and schools and colleges in particular.

Management plays a vital role in the conduct of physical education and sports programmes in an effective manner since it involves personnel, facilities budget and public relations. Unfortunately in our country physical education and sports do not have the same academic status that the other subjects enjoy.

There are certain anomalies pertaining to physical education and sports in schools and colleges. A few of them are :

1. The ratio of trained teachers of physical education to student strength in schools and colleges as prescribed by the norms is hardly met.
2. There is a huge difference in the availability of facilities and equipment for physical education when compared to other subjects.
3. Required grants are not provided to the schools and colleges, which are a great constraint in the proper implementation of physical education and sports programmes in the schools and colleges.
4. Absence of proper syllabus for physical education and sports and inadequate allotment of periods for the above in the school time table is another hurdle in the smooth functioning of physical education and sports activities.
5. With regard to inspection, supervision and guidance for physical education and sports in schools and colleges, the agencies concerned need to be more vigilant to render appropriate guidance.
6. Physical education teachers should be encouraged with incentives and promotions for showing better results. They should be provided an opportunity to update their knowledge by being allowed to participate in programmes like refresher courses, seminars, workshops etc.

Coming to colleges, there is no specific stress on the students to participate in games and sports, nor is there any evaluation of a physical education teacher working in a college. In our country we find most of the colleges are without physical education teachers and facilities and some of the colleges with physical education teachers without any activity inside the campus. Hardly a few teachers organise intra-mural competitions in the campus for the college teams and make them participate in various tournaments. Colleges are the only places where we can find some money specifically meant for physical education and sports activities but hardly utilized properly.

Recommendations for Improving the Quality of Physical Education and Sports

- ❖ Physical Education and sports should be made a compulsory part of school and college curriculum.
- ❖ A system of evaluation may also be prescribed to assess the fitness and overall participation of the children in physical education and sports activities throughout the year.
- ❖ The Government may make it's own contribution to the sports fund for creation of sports infrastructure in the schools and colleges.

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- ❖ Mass participation activities and sports competitions may be organized regularly for school and college students.
 - ❖ In schools and colleges where performance in academics is the criteria for admission, outstanding sports persons should be admitted on the basis of their sports performance.
 - ❖ Incentives like grace marks should be given to the students, who represent their schools and colleges at various levels of competitions.
 - ❖ Incentives like additional increments and promotions should be given to the teachers, who produce outstanding sports persons.

The administration should take note of these things into account and should encourage the teachers working hard to bring the physical education and sports into limelight and also must see that other physical education teachers should also work for the betterment of the world in general and profession in particular.

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HOLISTIC EDUCATION

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Globally education has (of course) been subjected to criticism and has not escaped even from a layman. Some critics of education charge that most school programmes tend to curb the natural creativity and curiosity possessed by the individuals. This seems to emerge from two different angles. The first one being that the schools are not fostering the desired levels of academic learning and performance and the other, they are not promoting the development of students as 'persons'.

Attempts are being made to meet the first type of criticism - the cognitive needs of child through various reforms such as developing new curriculum, technology of teaching etc. Wide range attempts are not being made to meet the second type of criticism - the affective needs of children. The effect of the same can be mirrored at present, in the increase of crime, suicides, development of anti-social behaviours and ultimately, escape from responsibilities and problems. This type of 'emotional crippledness, inspite of intellectual gaintness' may at the most prepare them to make a living but not for life. In response to this dissatisfaction we have launched the National Policy of Education (1986) to revitalise the whole system of education with child - centered approaches to meet the affective needs of children. This demands the teacher to be more humanistic in approach - to play the role of a facilitator of learning rather than an instructor, who simply provides information, facts and knowledge.

Rogers (1968) describes humanistic education as "Education will not be a preparation for living. It will be, in itself, an experience in living. Feelings of inadequacy, hatred, a desire for power, feelings of love, awe and respect, feelings of fear and dread, unhappiness with parents or with other children - all these will be an open part of his curriculum, as worthy of exploration as history or mathematics. In fact this openness to feelings will enable him to learn content materials more readily. His, will be an education in becoming a whole human being, and the learning will involve him deeply, openly, and exploringly, in an awareness of his relationships to the world of others, as well as an awareness of the world of abstract knowledge".

Therefore, our failure is not in giving information to the students, but in not helping them discover the meaning of information. To ignore the human aspects of learning is to destroy the efficiency of teaching on one hand and failure to prepare the youth to face the challenges of life on the other.

Humanistic education is considered to be one of the solutions to meet the present education crisis.

The spirit of humanistic education lies in teacher - pupil transactions characterized by mutual respect, acceptance and recognition of pupil's needs for safety, identity and individual treatment, in short, providing humanistic, nurturant conditions such as empathic understanding, respect, genuineness and warmth (Rogers, 1969) to promote child's growth and self-actualizing tendencies (Maslow, 1954).

Humanistic Teacher - Facilitator of Learning

In fact the job of a teacher is too demanding to play the role of a facilitator as a facilitator is one, who, through establishing a personal relationship, frees the student to learn. The humanistic atmosphere created by a good inter-personal relationship characterized by empathic understanding, genuineness, respect and warmth is the major condition for effective learning.

In order to meet the present demand of humanistic education and to accept the role of a teacher, the teacher as a facilitator of learning needs to take some risk. The following are some of the qualities of the facilitator which promote a humane climate in the classrooms.

1. Empathic Understanding

Empathic understanding is the first and the most important quality of the facilitator which promotes a humane class room climate. It involves the ability to perceive and understand another person's inner world of private and personal meaning. It is understanding the deep feelings from the student's frame of reference. It is the understanding of student's reactions and feelings from the inside, having a sensitive awareness of the way and the process of education and learning as it seems to the student. In such an environment, we can see how deeply appreciative students feel when they are simply understood from their point of view, not evaluated and not judged. Such a climate creates an atmosphere self-initiated, experiential learning with freedom and confidence.

2. Genuineness or Realness

Realness is the degree to which the facilitator's words and actions accurately reflect his or her real feelings and attitudes. When these three levels match there is congruence and at such moments one can experience what we mean by an integrated whole. It means he feels accepted towards his own real feelings. Thus he becomes a real person in the relationship with his students without a front or facade and more likely to be effective. Thus it creates a climate of mutual trust by consistently behaving in a positive and connected manner, involving a warm, caring relationship with the students in which teachers are able to be real to themselves and to others.

3. Respect and Warmth

Lastly the most important quality of the facilitator is respect and warmth or unconditional positive regard. It is prizing the learner, prizing the feelings, his opinions and his person. It is a non-possessive caring, acceptance as a person having worth in his own right. The facilitator fully accepts the fear and hesitation of the student as he approaches a new problem, as well as acceptance of the pupil's satisfaction in achievement. He can accept the personal feelings which both disturb and promote learning - rivalry with a sibling, hatred of authority and concern about personal adequacy. It is the facilitator's expression of his essential confidence and trust in the capacity of human organism. Such an environment creates many opportunities, permitting the learner to choose his own way and his own direction in learning. This automatically sets the road for actualizing tendencies in the students. It helps in developing himself to the full stature he is capable of becoming i.e., to use his capacities and abilities to the maximum extent.

So, the duty of the teacher, facilitator is to create a classroom climate characterized by empathy, genuineness and respect, in which the subject matter is more relevant to the learner and the learner is more involved in self-initiated, self-evaluated and experiential learning. Another important condition for significant learning is that the pupils must be aware of and experience these attitudinal qualities present in the facilitator. When these attitudes are present even to a moderate extent there is not only a better academic achievement but also greater self-reliance in learning, increased creativity and more liking for one another (Rogers 1969, 1980, Aspy, 1972).