



TETSO JOURNAL OF EDUCATIONAL RESEARCH

VOLUME 1



Preface

Department of Education, Tetso college, Dimapur, is honoured to present it's first inaugural e-journal, "Tetso Journal of Educational Research."

Tetso Journal of Educational Research is a peer reviewed e-journal which provides an opportunity for the teachers, students and researchers to publish papers which are important in the realm of educational process.

This current issue comprises of eight papers which covers a wonderful range of knowledge namely educational psychology, Educational Technology, Elementary education, Teaching, Special needs, Tribal Education and so on.

The first chapter is about the personality of an individual and that the environment of the child, their childhood experience and how they are handled which has an immense effect in shaping the personality of the child. The second chapter highlights us with the constitutional rights given to schedule tribe and schedule caste with special provisions guaranteeing political representation as well as special educational provisions leading to the upliftment of their status-quo. Chapter three updates us with the growth of elementary education in the state of Sikkim. Chapter four deals with coping mechanism of parents with regards to children with special needs. The fifth chapter discusses about the crux of educational technology that work in the teaching-learning process which solely lies on their proper utilization in line with the best pedagogic principles. The sixth chapter includes the constructivist approach to teaching process where the teachers act as a facilitator by encouraging the learners to construct their own knowledge through observation, first hand experiences, understanding and active participation. In Chapter seven, the researcher makes an attempt to present the brief overview of how Emotional intelligence can be used as a tool for effective teaching and mainly in the context of the teachers/educators teaching at the college level in Nagaland. Other than national papers the journal also consist of an international paper in the chapter eight which is about the effect of principals' leadership styles on student discipline in public secondary schools in Ndaragwa Division, Nyandarua North, Kenya.

We hope that this journal would be of great use to those who want to gain insight into the subject. Lastly, we deeply express our gratitude towards our contributors as well as the advisors and joint editors for their valuable contribution towards our journal.

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Editor's Desk

We are pleased to present the inaugural issue of '**Tetso Journal of Educational Research**'. TJER will be an annual peer-reviewed e-journal of the Department of Education, Tetso College.

Our profound gratitude goes to all the esteemed authors and scholars for your valuable contributions in our journal. Also to all our advisors and the editorial board of TJER for their steady devotion and expertise for our journal.

Looking forward to your co-operation and kind support in the time to come.

Dr. Earlitha Sangma
Ms. Amenla Jamir
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TETSO JOURNAL OF EDUCATIONAL RESEARCH

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PERSONALITY: DIFFERENCE BETWEEN MALE AND FEMALE SECONDARY SCHOOL STUDENTS

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Abstract

Personality refers to certain qualities in a person's character which distinguish him from other people and it is all that a person is. Personality includes everything about the person, his physical, emotional, social mental and spiritual make-up. It deals with a wide range of human behaviour and it is the sum of activities that can be discovered by actual observation over a long enough period of time to give reliable information. The present paper will highlight the difference in the Personality of Male and Female Secondary School students studying in Jaintia hills of Meghalaya.

Keywords: Personality, Male Students, Female Students

No two people are alike; some are outgoing while some are reserved, some are bold, some are shy, some are calm while some are easily annoyed, some are experimenting while some are conservative. That is why every individual has a unique personality. Personality is not a fixed state but a dynamic totality which is continuously changing due to interaction with the environment. (Sharma Y. K., 2010) *"it is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the disposition and tendencies acquired by experience"* (Morton Prince 1929). Personality includes everything about the person, his physical, emotional, social mental and spiritual make-up. It is all that a person has about him. (Mangal S. K., 2008) It is known for the conduct, behaviour, activities, movement and everything else concerning the individuals. The way in which an individual adjusts to the external environment is personality. (Sharma Y. K., 2010).

Personality deals with a wide range of human behaviour. (Ewen R. B., 2010) *"It is the sum of activities that can be discovered by actual observation over a long enough period of time to give reliable information"* (Watson 1930). So definitely the term personality

signifies something deeper than mere appearances or outward behaviour (Upadhya & Singh, 2007). Allport (1961) who devoted most of his time for research on personality defines personality as, “*the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment*” which means that personality is undergoing a constant change but is still organized. It constitutes two type of system psycho (mental) and physical, and these two systems interact with the internal and external environment and activate the organism to employ different methods of adjustment resulting in unique adjustment. (Chauhan, 2013)

Raymond B. Cattell defined traits as a structure of personality inferred from behaviour in different situations. He identified 16 basic trait dimensions of factors and used them to measure personality. The 16 personality factors (16PF) given by him are as follows.

- | | |
|------------------------|------------------------|
| 1. Warmth | 9. Vigilance |
| 2. Reasoning | 10. Abstractedness |
| 3. Emotional stability | 11. Privateness |
| 4. Dominance | 12. Apprehension |
| 5. Liveliness | 13. Openness to change |
| 6. Rule consciousness | 14. Self-reliance |
| 7. Social boldness | 15. Perfectionism |
| 8. Sensitivity | 16. Tension |

(Chauhan, 2013) (Mangal S. K., 2008) (Mangal S. , 2010)

Objective of the study

1. To find out the difference between the Personality of male and female secondary school students with regard to Factor A (Warm)
2. To find out the difference between the Personality of male and female secondary school students with regard to Factor B (Reasoning)
3. To find out the difference between the Personality of male and female secondary school students with regard to Factor C (Emotional Stability)
4. To find out the difference between the Personality of male and female secondary school students with regard to Factor E (Dominance)
5. To find out the difference between the Personality of male and female secondary school students with regard to Factor F (Liveliness)

6. To find out the difference between the Personality of male and female secondary school students with regard to Factor G (Rule-consciousness)
7. To find out the difference between the Personality of male and female secondary school students with regard to Factor H (Social boldness)
8. To find out the difference between the Personality of male and female secondary school students with regard to Factor I (Sensitivity)
9. To find out the difference between the Personality of male and female secondary school students with regard to Factor L (Vigilance)
10. To find out the difference between the Personality of male and female secondary school students with regard to Factor M (Abstractedness)
11. To find out the difference between the Personality of male and female secondary school students with regard to Factor N (Privateness)
12. To find out the difference between the Personality of male and female secondary school students with regard to Factor O (Apprehension)
13. To find out the difference between the Personality of male and female secondary school students with regard to Factor Q₁ (Openness to change)
14. To find out the difference between the Personality of male and female secondary school students with regard to Factor Q₂ (Self-reliance)
15. To find out the difference between the Personality of male and female secondary school students with regard to Factor Q₃ (Perfectionism)
16. To find out the difference between the Personality of male and female secondary school students with regard to Factor Q₄ (Tension)

Hypotheses

1. There is no significant difference between the Personality of male and female secondary school students with regard to Factor A (Warm)
2. There is no significant difference between the Personality of male and female secondary school students with regard to Factor B (Reasoning)
3. There is no significant difference between the Personality of male and female secondary school students with regard to Factor C (Emotional Stability)
4. There is no significant difference between the Personality of male and female secondary school students with regard to Factor E (Dominance)
5. There is no significant difference between the Personality of male and female secondary school students with regard to Factor F (Liveliness)

6. There is no significant difference between the Personality of male and female secondary school students with regard to Factor G (Rule-consciousness)
7. There is no significant difference between the Personality of male and female secondary school students with regard to Factor H (Social boldness)
8. There is no significant difference between the Personality of male and female secondary school students with regard to Factor I (Sensitivity)
9. There is no significant difference between the Personality of male and female secondary school students with regard to Factor L (Vigilance)
10. There is no significant difference between the Personality of male and female secondary school students with regard to Factor M (Abstractedness)
11. There is no significant difference between the Personality of male and female secondary school students with regard to Factor N (Privateness)
12. There is no significant difference between the Personality of male and female secondary school students with regard to Factor O (Apprehension)
13. There is no significant difference between the Personality of male and female secondary school students with regard to Factor Q₁ (Openness to change)
14. There is no significant difference between the Personality of male and female secondary school students with regard to Factor Q₂ (Self-reliance)
15. There is no significant difference between the Personality of male and female secondary school students with regard to Factor Q₃ (Perfectionism)
16. There is no significant difference between the Personality of male and female secondary school students with regard to Factor Q₄ (Tension)

Methodology

Descriptive Method was used for the present study

Sample of the study

The sample of the study consisted of 400 (200 Male, 200 Female) Class IX Secondary School Students from Jaintia Hills District of Meghalaya

Tools used

Sixteen Personality Factor Questionnaire (16PF) developed by R.B Cattell (1991 Edition) had been used to test the personality of Male and Female students.

Procedure for data collection

The data was collected by administering the tool to the students studying in Class IX.

Statistical techniques

Appropriate statistical techniques were used to find out the mean and standard deviation of male and female students. To find out the difference between male and female students in Personality Independent sample 't' test was used.

Delimitation

The study has been delimited on the secondary students of Jaintia Hills, Meghalaya.

Analysis and interpretation of data

Objective 1: To find out the difference between male and female secondary school students with regard to Personality Factor A (Warm)

Hypothesis 1 (H_0): There is no significant difference between male and female secondary school students with regard to Personality Factor A (Warm)

Table 1

Personality of male and female students with regard to Factor A (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	6.7	1.508	398	5.36	1.97	Significant at 0.05 Level
Female	5.85	1.643				

Table 1 Shows that there is a significant difference between male and female students of Jaintia Hills in Personality factor A at 0.05 level of significance. Therefore the

null hypothesis is rejected. Since the mean value of male students is higher than that of the female students. This implies that the difference is in favour of the male students.

Objective 2: To find out the difference between male and female secondary school students with regard to Personality Factor B (Reasoning)

Hypothesis 2 (H_02): There is no significant difference between male and female secondary school students with regard to Personality Factor B (Reasoning)

Table 2

Personality of male and female students with regard to Factor B (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	3.59	1.375	398	0.76	1.97	Not Significant
Female	3.7	1.379				

Table 2 Shows that there is No Significant difference between male and female in Personality factor B at 0.05 level of significance. Therefore the null hypothesis is accepted.

Objective 3: To find out the difference between male and female secondary school students with regard to Personality Factor C (Emotional Stability)

Hypothesis 3 (H_03): There is no significant difference between male and female secondary school students with regard to Personality Factor C (Emotional Stability)

Table 3

Personality of male and female students with regard to Factor C (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	4.8	1.471	398	1.41	1.97	Not Significant
Female	5.02	1.719				

Table 3 Shows that there is No significant difference between male and female students in Personality factor C at 0.05 level of significance. Therefore the null hypothesis is accepted.

Objective 4: To find out the difference between male and female secondary school students with regard to Personality Factor E (Dominance)

Hypothesis 4 (H_{04}): There is no significant difference between male and female secondary school students with regard to Personality Factor E (Dominance)

Table 4

Personality of male and female students with regard to Factor E (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	5.63	1.651	398	4.42	1.97	Significant at 0.05 Level
Female	6.35	1.603				

Table 4 Shows that there is a significant difference between male and female students in Personality factor E at 0.05 level of significance. Therefore the null hypothesis is rejected. Since the mean value of female students is higher than that of the male students. This implies that the difference is in favour of the female students.

Objective 5: To find out the difference between male and female secondary school students with regard to Personality Factor F (Liveliness)

Hypothesis 5 (H_{05}): There is no significant difference between male and female secondary school students with regard to Personality Factor F (Liveliness)

Table 5

Personality of male and female students with regard to Factor F (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	4.15	1.727	398	2.32	1.97	Significant at 0.05 Level
Female	3.76	1.639				

Table 5 Shows that there is a significant difference between male and female students in Personality factor F at 0.05 level of significance. Therefore the null hypothesis is rejected. Since the mean value of male students is higher than that of the female students. This implies that the difference is in favour of the male students.

Objective 6: To find out the difference between male and female secondary school students with regard to Personality Factor G (Rule-consciousness)

Hypothesis 6 (H₀6): There is no significant difference between male and female secondary school students with regard to Personality Factor G (Rule-consciousness)

Table 6

Personality of male and female students with regard to Factor G (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	5.83	1.785	398	0.03	1.97	Not Significant
Female	5.82	1.761				

Table 6 Shows that there is No significant difference between male and female students in Personality factor G at 0.05 level of significance. Therefore the null hypothesis is accepted.

Objective 7: To find out the difference between male and female secondary school students with regard to Personality Factor H (Social boldness)

Hypothesis 7 (H₀7): There is no significant difference between male and female secondary school students with regard to Personality Factor H (Social boldness)

Table 7

Personality of male and female students with regard to Factor H (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	5.25	1.455	398	2.76	1.97	Significant at 0.05 Level
Female	5.65	1.441				

Table 7 Shows that there is a significant difference between male and female students in Personality factor H at 0.05 level of significance. Therefore the null hypothesis is rejected. Since the mean value of female students is higher than that of the male students. This implies that the difference is in favour of the female students.

Objective 8: To find out the difference between male and female secondary school students with regard to Personality Factor I (Sensitivity)

Hypothesis 8 (H_08): There is no significant difference between male and female secondary school students with regard to Personality Factor I (Sensitivity)

Table 8

Personality of male and female students with regard to Factor I (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	6.96	1.574	398	6.42	1.97	Significant at 0.05 Level
Female	5.8	2.012				

Table 8 Shows that there is a significant difference between male and female students in Personality factor I at 0.05 level of significance. Therefore the null hypothesis is rejected. Since the mean value of male students is higher than that of the female students. This implies that the difference is in favour of the male students.

Objective 9: To find out the difference between male and female secondary school students with regard to Personality Factor L (Vigilance)

Hypothesis 9 (H_09): There is no significant difference between male and female secondary school students with regard to Personality Factor L (Vigilance)

Table 9

Personality of male and female students with regard to Factor L (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	3.74	1.897	398	2.51	1.97	Significant at 0.05 Level
Female	4.18	1.559				

Table 9 Shows that there is a significant difference between male and female students in Personality factor F at 0.05 level of significance. Therefore the null hypothesis is rejected. Since the mean value of female students is higher than that of the male students. This implies that the difference is in favour of the female students.

Objective 10: To find out the difference between male and female secondary school students with regard to Personality Factor M (Abstractedness)

Hypothesis 10 (H_{010}): There is no significant difference between male and female secondary school students with regard to Personality Factor M (Abstractedness)

Table 10

Personality of male and female students with regard to Factor M (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	6.32	1.677	398	3.01	1.97	Significant
Female	5.84	1.546				

Table 10 Shows that there is a significant difference between male and female students in Personality factor M at 0.05 level of significance. Therefore the null hypothesis is rejected. Since the mean value of male students is higher than that of the female students. This implies that the difference is in favour of the male students.

Objective 11: To find out the difference between male and female secondary school students with regard to Personality Factor N (Privateness)

Hypothesis 11 (H_{011}): There is no significant difference between male and female secondary school students with regard to Personality Factor N (Privateness)

Table 11

Personality of male and female students with regard to Factor N ($N = 400$)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	6.18	1.861	398	0.45	1.97	Not Significant
Female	6.1	1.882				

Table 11 Shows that there is a no significant difference between male and female students in Personality factor N at 0.05 level of significance. Therefore the null hypothesis is accepted.

Objective 12: To find out the difference between male and female secondary school students with regard to Personality Factor O (Apprehension)

Hypothesis 12 (H_{012}): There is no significant difference between male and female secondary school students with regard to Personality Factor O (Apprehension)

Table 12

Personality of male and female students with regard to Factor O ($N = 400$)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	5.7	1.635	398	4.20	1.97	Significant
Female	5.02	1.601				

Table 12 Shows that there is a significant difference between male and female students in Personality factor O at 0.05 level of significance. Therefore the null hypothesis is rejected. Since the mean value of male students is higher than that of the female students. This implies that the difference is in favour of the male students studying in Jaintia Hills

Objective 13: To find out the difference between male and female secondary school students with regard to Personality Factor Q₁ (Openness to change)

Hypothesis 13 (H₀13): There is no significant difference between male and female secondary school students with regard to Personality Factor Q₁ (Openness to change)

Table 13

Personality of male and female students with regard to Factor Q₁ (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	4.87	1.544	398	0.24	1.97	Not Significant
Female	4.84	1.421				

Table 13 Shows that there is no significant difference between male and female students in Personality factor Q₁ at 0.05 level of significance. Therefore the null hypothesis is accepted.

Objective 14: To find out the difference between male and female secondary school students with regard to Personality Factor Q₂ (Self-reliance)

Hypothesis 14 (H₀14): There is no significant difference between male and female secondary school students with regard to Personality Factor Q₂ (Self-reliance)

Table 14

Personality of male and female students with regard to Factor Q₂ (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	6.05	1.637	398	1.64	1.97	Not Significant
Female	5.76	1.953				

Table 14 Shows that there is no significant difference between male and female students in Personality factor Q₂ at 0.05 level of significance. Therefore the null hypothesis is accepted.

Objective 15: To find out the difference between male and female secondary school students with regard to Personality Factor Q₃ (Perfectionism)

Hypothesis 15 (H_{015}): There is no significant difference between male and female secondary school students with regard to Personality Factor Q₃ (Perfectionism)

Table 15

Personality of male and female students with regard to Factor Q₃ (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	6.32	1.715	398	2.02	1.97	Significant
Female	5.98	1.65				

Table 15 Shows that there is a significant difference between male and female students in Personality factor Q₃ at 0.05 level of significance. Therefore the null hypothesis is rejected. Since the mean value of male students is higher than that of the female students. This implies that the difference is in favour of the male students.

Objective 16: To find out the difference between male and female secondary school students with regard to Personality Factor Q₄ (Tension)

Hypothesis 16 (H_{016}): There is no significant difference between male and female secondary school students with regard to Personality Factor Q₄ (Tension)

Table 16

Personality of male and female students with regard to Factor Q₄ (N = 400)

Sex	Mean	S.D	Df	Computed 't'	Table 't'	Level of Significance
Male	6.29	1.519	398	2.81	1.97	Significant
Female	5.85	1.609				

Table 16 Shows that there is a significant difference between male and female students in Personality factor Q₄ at 0.05 level of significance. Therefore the null hypothesis is rejected. Since the mean value of male students is higher than that of the female students. This implies that the difference is in favour of the male students.

Findings

1. No significant difference is found between male and female students of Jaintia Hills in personality traits such as reasoning, emotional stability, rule-consciousness, privateness, openness to change and self-reliance.
2. A significant difference is found between male and female students in personality traits such as warmth, liveliness, sensitivity, abstractedness, apprehension, self-reliance, perfectionism and tension with the mean favouring the male students.
3. A significant difference is found between male and female students in personality traits such as dominance, social boldness, and vigilance with the mean favouring the female students.

From the finding above, it was found that male and female students of Jaintia Hills do not differ from each other in personality traits such as reasoning, emotional stability, rule-consciousness, privateness, openness to change and self-reliance. The probable reason may be because that personality has not fully developed in adolescents and; a person's character continues to evolve throughout life, although much depends on inborn traits and early experiences. (Encyclopedia of Children's Health)

The male students in the study are found to be warm, sensitive which are just contrary to the traits routinely found to be common in males viz. aggressive, risk-taking, and assertiveness. (Lippa, p. 2005). The probable reason may be because the culture of the tribal's in Jaintia Hills expects individuals both male and female to abide by its values and beliefs which influence the personality of the person. Boas (1934) pointed out that personality is obtained through culture and not biologically and further that there is an underlying relationship between culture and personality. Further the male students were found to be lively, abstractedness, apprehension, self-reliance, perfectionist and tense. The probable reason may be because the boys were rated as more active, on average, than the girls. (Jarrett, 2016)

The female students in the study were found to be dominant and vigilance, which are considered to be male characteristics (Collins, 2012) This finding is also just contrary to what most women considered themselves to be; warmth (Jarrett, 2016). Further, the female is found to be socially bold. The probable reason may be because women in Meghalaya are free from many of the social restraints of the larger Indian society. They also directly or indirectly

participate in socio-religious and socio-political activities in their social set up. (MHRD, 2018).

Conclusion

Personality is what makes a person unique. It is a product of heredity and environment. These two factors influence the development of a person personality the most. The environment of the child, their childhood experience and how are they handle has an immense effect in shaping the personality of the child. Thus Parents and educators should develop their own personality as this plays a big role in influencing the child's personality. Effects of parents and teachers personality on students are important because students see their parent and teacher as role models. Care should be taken on the influence of parents and teachers personality on the child's personality. Parents and teachers should avoid statement like "Why can't you be like your....?". Comparing a child with another, or forcing them to be like someone can hamper the natural development of the child's personality as every child is unique in his/her own way. Thus environment at home and school should be made more conducive to helping students acquire desirable personality traits.

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EDUCATION OF THE TRIBES IN INDIA

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Abstract

A tribe is a group of people distinct from others, dependent on their land for their livelihood; they are usually not integrated into the national society. Popularly tribal society refers to societies organized largely on the basis of social, especially familial descent groups. 8.6% of India's population consists of tribal population, one of the largest in the world. This section of the population represents one of the most economically improvised as well as educationally backward sections of the society. This tribal section of the Indian population consists of Schedule Caste and Schedule tribe mostly residing in North- Eastern part of India. After independence, the tribal population is given constitutional rights with special provisions guaranteeing political representation as well as special educational provisions leading to the upliftment of their status-quo.

Keywords: Tribal, Schedule Caste, Schedule Tribe, Education

The word tribe is generally used for a “socially cohesive unit associated with a territory. The members of which regard themselves as politically autonomous” (Aswal, 2012). The word tribe first occurred in English in 12th-century Middle English-literature, in reference to the twelve tribes of Israel. The Middle English word is derived from Old French *tribu* and, in turn, from Latin *tribus* (plural *tribūs*).

Who is a Tribal?

A tribal is viewed, developmentally or historically, as a social group existing outside of or before the development of states. A tribe is a group of distinct people, dependent on their land for their livelihood, who are largely self-sufficient and not integrated into the national society. It is perhaps the term most readily understood and used by the general public to describe such communities. Stephen Corry defines tribal people as those who "*have followed ways of life for many generations that are largely self-sufficient, and are clearly different from the mainstream and dominant society*"

There are an estimated one hundred and fifty million tribal individuals worldwide, constituting around 40% of indigenous individuals. "Tribe" is a contested term due to its roots of being defined by outsiders during the period of colonialism. The word has now shared referent, whether in political form, kinship relations or shared culture. Hence the word tribe is replaced by the term "ethnic group" to avoid the negative connotations of a timeless unchanging past.

Anthropologist Elman Service presented a system of classification for societies in all human cultures, based on the evolution of social inequality and the role of the state. This system of classification contains four categories:

1. Hunter-gatherer bands those are generally egalitarian
2. Tribal societies with some limited instances of social rank and prestige
3. Stratified tribal societies led by chieftains
4. Civilizations, with complex social hierarchies and organized, institutional governments

Tribal people in India

Tribal peoples constitute 8.6% of India's total population, about 104 million people according to the 2011 census. This is the largest population of the tribal people in the world. One concentration lives in a belt along the Himalayas stretching through Jammu and Kashmir, Himachal Pradesh, and Uttar Pradesh in the west, to Assam, Meghalaya, Tripura, Arunachal Pradesh, Mizoram, Manipur, and Nagaland in the northeast. Another concentration lives in the hilly areas of central India (Madhya Pradesh, Orissa, and, to a lesser extent, Andhra Pradesh); in this belt, which is bounded by the Narmada River to the north and the Godavari River to the southeast, tribal peoples occupy the slopes of the region's mountains.

Other tribal's, the Santals, live in Bihar and West Bengal. There are smaller numbers of tribal people in Karnataka, Tamil Nadu, and Kerala, in western India in Gujarat and Rajasthan, and in the union territories of Lakshadweep and the Andaman and Nicobar Islands. (Source: Library of Congress, 1995)

The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. There are over 400 tribal groups among the

scheduled tribe population, each with their distinct cultures, social practices, religions, dialects, and occupations. Thus, the difference is found in the environment in which they live, the degree of exposure to the mainstream.

The tribal population constitutes a majority in the north-eastern states of Mizoram (94.5%), Meghalaya (85.9%), and Nagaland (89.1%). Tribal men and women in Mizoram, Meghalaya, and Nagaland are isolated from the mainstream Hindu population and their cultures and practices. Although tribes comprise a large proportion of the total population in the north-eastern states, they account for a small (12%) percent of the tribal population in India. Numerically, the tribal population is very high in the central state of Madhya Pradesh and the western states of Gujarat, Rajasthan, and Maharashtra. Together the four states account for about 50% of the total tribal population in India.

The total number of tribal communities recognized by the government as Scheduled Tribes is 574 in number. Scheduled Tribes are those tribal communities who have been listed so by the President of India in keeping with Articles 341 and 342 of the Constitution. These tribal communities mainly live in Scheduled Areas, or those outlying areas, which during the British times did not come under the direct purview of civil, criminal and revenue administration. Tribal people in India are called *adivasi*. Adivasi is an umbrella term for a heterogeneous set of ethnic and tribal groups considered the aboriginal population of India.

Over time, unlike the terms "aborigines" or "tribes", the word "adivasi" has developed a connotation of past autonomy which was disrupted during the British colonial period in India and has not been restored. They generally live outside the mainstream of Indian Hindu and Muslim society. Most ordinary Indians knew little about them. There are some five hundred and seventy-four communities recognized by the government as Scheduled Tribes and therefore eligible to receive special benefits and to compete for reserved seats in legislatures and schools. The so-called "tribal belt" embraces central and northeast India, which extends across the centres of India from Pakistan in the west to Bangladesh and Myanmar in the east.

Scheduled Tribes and Scheduled Castes

The Indian constitution, adopted in 1949, included articles that called for special treatment to be granted to Scheduled Tribes and Scheduled Castes. Groups defined as such receive special benefits and privileges that affect hundreds of millions of people. Many

groups have clamoured to be classified as Scheduled Tribes and Scheduled Castes. So they could receive the privileges. The Scheduled Castes (SCs) and Scheduled Tribes (STs) are official designations given to various groups of historically disadvantaged people. The terms are recognized in the Constitution of India and the various groups are designated in one or other of the categories. During the period of British rule in the Indian subcontinent, they were known as the Depressed Classes. They were also known as the untouchables. In modern literature, the Scheduled Castes are sometimes referred to as Dalits.

The Scheduled Castes and Scheduled Tribes comprise about 16.6% and 8.6% respectively, of India's population (according to the 2011 census). The Constitution (Scheduled Castes) Order, 1950 lists 1,108 castes across 29 states in its First Schedule, and the Constitution (Scheduled Tribes) Order, 1950 lists 744 tribes across 22 states in its First Schedule. Since independence, the Scheduled Castes and Scheduled Tribes were given Reservation status, guaranteeing political representation. For the protection, socio-economic and political development of schedule tribes and caste the constitution of India lays down the general principles of affirmative action.

Scheduled Caste-

The greatest concentrations of Scheduled Caste members in 1991 lived in the states of Andhra Pradesh (10.5 million, or nearly 16% of the state's population), Tamil Nadu (10.7 million, or 19%), Bihar (12.5 million, or 14%), West Bengal (16 million, or 24%), and Uttar Pradesh (29.3 million, or 21%). Together, these and other Scheduled Caste members comprised about 139 million people or more than 16% of the total population of India.

Scheduled Tribe-

Scheduled Tribe members represented only 8% of the total population (about 68 million). They were found in 1991 in the greatest numbers in Orissa (7 million, or 23%) of the state's population), Maharashtra (7.3 million, or 9%), and Madhya Pradesh (15.3 million, or 23%). In proportion, however, the populations of states in the northeast had the greatest concentrations of Scheduled Tribe members. For example, 31% of the population of Tripura, 34 % of Manipur, 64% of Arunachal Pradesh, 86% of Meghalaya, 88% of Nagaland, and 95% of Mizoram have Scheduled Tribe members. Other heavy concentrations were found in

Dadra and Nagar Haveli, 79% of which was composed of Scheduled Tribe members, and Lakshadweep, with 94% of its population being Scheduled Tribe members.

Table 1

SC/ST population and decadal Growth (1970-2010)

Census	Population			Decadal growth rate		
	Total	SC	ST	Total	SC	ST
1981	5238.66	912.05	504.48	-	-	-
1991	6266.91	1123.43	627.51	20.01	23.18	24.39
2001	7410.00	1330.11	773.39	17.86	18.40	23.25
2010	7417	1622	806.49	-	-	-

Sources:-Planning Commission, Tenth Five Year Plan-

Education of the Tribal's

Literacy and educational attainment are powerful indicators of social and economic development among the backward groups in India. During the British rule, there was no organized method to educate the tribal communities except for the work undertaken by Christian missionary organizations in some regions in India. Currently, the tribes lag behind not only in the general population but also in literacy and educational attainment. The male-female gap in literacy and educational attainment among the scheduled tribes is significant although this is a common trend among both the Scheduled Castes and the general population. This trend reflects the social and cultural trends and degrees of gender inequality in India.

Table 2

Literacy Rates of SC/ST All India (1961-2010)-

Year	SC		ST	
	Male	Female	Male	Female
1961	15.06	2.52	13.37	2.90
1971	20.04	5.06	16.92	4.36
1981	27.91	80.45	22.94	6.81
1991	45.95	19.45	38.45	16.02
2001	63.66	37.84	57.39	32.44
2010	73.00	52.1	70.7	52.1

In rural areas, the demand for education among the poorer sections of the population is much lower than it is in urban areas. Poor women in rural areas have to work in order to cope with their daily living and do not place a high value on education unless it is linked to vocational training. Additionally, in remote rural areas where good infrastructure is lacking, tribal women find it difficult to have access to schools. Many are not even aware of the existence of schools in their areas due to lack of communications and networks.

The North Eastern states of Mizoram, Nagaland, and Meghalaya show high literacy rates, along with Himachal Pradesh in north India and Kerala in south India. On the other hand, tribal literacy rates are much lower in the states of Rajasthan, Orissa, and Madhya Pradesh.

Constitutional Provisions of SC/STs

After Independence, the Constitution of India made various special provisions for their social, economic and educational development. The members of the Constituent Assembly while framing the Indian constitution made a critical review of such privileges and formulated prescriptive benefits for the tribal people. Considering the difference between qualitative and quantitative bases of both the SCs and STs, constitutional experts preferred to make different footings for the minorities, which are known as constitutional safeguards. For the Scheduled Tribes, the basic trust and access were into the natural resources endowed to them and assuring the tribal people to take advantage of the benefits of sponsored development.

The Constitution of India, in Article 336 has defined the Schedule tribes as such of those tribes who have been so declared by the constitutional order under Article 342 for the purpose of the constitution. Special provisions have been made in various articles to safeguards the interests of Schedule tribes and to protect them from social injustice and exploitation. There are almost 20 Articles and two special Schedules in the Constitution of India which elaborately explain the protective privileges meant for the tribal people. These provisions were embodied in the constitution of India and came into force on 26 January 1950.

Article 244(1) Part C of the Constitution provides that the expression ‘Scheduled Areas’ means such areas as the President of India may by order of 1950, 1975, and 1977 declare to be Scheduled Areas.

The President may at any time by order:

- a. Direct that the whole or any specified part of a scheduled area shall cease to be a Scheduled Area or a part of such an area;
- b. Increase the size of any Scheduled Area in a state after consultation with the Governor of that state;
- c. After, but only by way of rectification of boundaries of any Scheduled Area;
- d. On any alteration of the boundaries of a State to be or to form part of a Scheduled Area.

Article 15(4) prohibits any form of discrimination on grounds of religion, caste, sex, place of birth maintained by State or dedicated to the use of general public. Clause 4 of this Article empowers the state to make any special provision for the advancement of socially and educationally backward classes or for the Scheduled Communities.

Article 16(4) under Fundamental Rights is another exception to the right of equality of opportunity in the matters of public employment. The State can make provisions for the reservation of seats and appointment in favour of backward classes if not represented adequately.

As per Article 17, all citizens shall have the right to freedom of speech and expression, to assemble peacefully and without harm, to form associations or unions, to move freely throughout the territory of India, to reside and settle in many parts of the territory of India, to acquire, hold and dispose of property and to practice any profession, or to carry on any occupation, trade or business. However, important exceptions have been made to some of the fundamental rights for the protection of the interest of the members of the Scheduled Tribe.

In effect of this Article, Parliament of India has made an enactment viz., untouchability (offenses) Act 1955. In the later period, the protection of Civil Rights Act, 1955 was enacted in 1976 to rename and amend untouchability (offenses) Act, 1955, making the punishments under this Act more stringent by setting up of special cells, special courts, mobile squads, provision or legal aid, etc.

The cases registered under the Act have been declining as observed that there were 3,148 cases registered during 1992 which has been reduced to 778 registered during 1998. (Annual Report of Ministry of Social Justice and Empowerment, 1999-2000).

Parliament passed another important Act in 1989 for taking measures to prevent the atrocities. This Act is known as the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989 became effective from 30 January 1990.

Article 19(5) while it provides free movements, residence, and acquisition or sale of property to all its citizens in the Indian territory, however, it reserves the right to protect the interests of the members of Scheduled Tribes by arresting the transfer of property particularly from tribal communities to non-tribal, ones except under special conditions.

Article 23 eliminates the system of serfdom, bondage and other forms of forced labor and provides that any contravention of this provision shall be an offense. Though this Act does not mention SCs and STs, despite the fact that the majority of the bonded labour belongs to SCs and STs, this Article has a special significance for these communities.

Article 29(2) that provides for cultural and Educational Rights is controlled by clause 4 of Article 15, incorporated in the constitution by the First Amendment Act, 1951. This has also brought Articles 15 and 29 in line with Articles 16 (4), 46 and 140 and made it constitutional for the states to reserve seats for the backward classes of citizens in public educational institutions. All the educational institutions under direct control or receiving grant-in-aid follow the reservation policy of 15 percent for SCs and STs in the matter of admission.

Article 39 says that the state shall, in particular, direct its policy towards securing adequate means of livelihood for all, and the operation of the economic system does not result in the concentration of wealth and means of production to the common detriment.

Article 45 notes that the state shall endeavour to provide free and compulsory education for all children until they complete the age of 14 years. At the beginning of this protective measure, it has been indicated that it should be for a period of ten years from the commencement of the constitution.

Article 46 looks at the promotion of educational and economic interests of weaker sections of the people and, in particular, of the SCs and STs, and shall specially protect them from social justice and various forms of exploitation.

In order to give effect to this Article, the Constitution Act of 1951 has amended Article 15 and 29 on Fundamental Rights.

Article 275(1) provides grants from the union to certain states for tribal development. The creation of the sixth schedule for the formation of autonomous regions and regional councils as regards the management of resources according to the customs also receives directions under this Article. Thus the entire welfare programme for the STs is based on Article 46, whereas, the required funds are provided under Article 275 (1)

Article 320(4) provides that Public Service Commission need not be consulted in respect of the manner in which any provisions referred to in clause 4 of Article 16 may be made or as regards the manner in which effect may be given to the provisions of Article 335.

Article 330, 332, 334 and 335 ensure reservation for the SCs and STs in the Lok-Sabha (Article 330) and State Legislative Assemblies (Article 332).

Though such reservations were to be ceased but on the expiry of a period of 40 years from the commencement of the constitution, i.e., in 1990 (Article 334) it has been repeatedly amended and the duration has been extended.

Article 335 explains that the claims of the members belonging to SCs and STs as regards reservation to the posts and services of the union and states as far as possible may be consistent with the maintenance of efficiency of administration.

The quota was fixed to keep in mind the population size of the two groups at the rate of 15 percent for the SCs and 7.5 percent for the STs. Though a change in population size has been observed in both the groups, the reservation share of these groups has not changed over-time.

Article 338 explains about the appointment of Special Officer, which clearly spells out, that the President of India will appoint a Special Officer for the SCs and STs to assess their welfare activities.

The primary responsibilities of the special officer are to investigate all matters relating to the implementation of safeguards provided for them in the constitution.

Article 339(2) further empowers the Union Executive to issue directives to a state as to the drawing up and execution of schemes specified in the directives to be essential for the welfare of the STs in the State.

The impact of constitution privileges on the STs Highlights the uneven impact of such privileges on the tribal communities, which is basically due to the variations in the levels of development between one tribal region and another, and among tribal communities.

Special Provisions

After Independence, the government of India has taken up a number of steps to strengthen the educational base of the persons belonging to the SCs and STs.

Pursuant to the National Policy of Education (NPE) 1986 and the Programme of Action (POA) 1992, the following special provisions for SCs/STs have been incorporated in the existing schemes of the Departments of Elementary Education and Literacy and Secondary and Higher Education.

1. Relaxed norms for opening of primary/middle schools:- a primary school within 1 km walking distance from habitations of the population up to 200 instead of habitations of up to 300 populations.
2. Abolition of tuition fees in all states in Government schools at least up to the upper primary level. Some states have done so till the senior secondary level.
3. Incentives like free textbooks, uniforms, stationery, school bags etc for these students.
4. The constitutional 86th amendment bill, notified on 13th December 2002 provides for free and compulsory education as a fundamental right for all children in the age group of 6-14 years.
5. Sarva Shiksha Abhiyan(SSA) –SSA is a long-cherished goal for Universalization of Education(UEE). SSA has special provisions for SC/STs education as it focuses especially on girl's education.

It provides-

- i. Back to school campus for out of school girls
 - ii. Free textbooks for girls
 - iii. Special coaching remedial classes for girls and a congenial learning environment
 - iv. Teachers sensitization programmes to promote equitable learning opportunities
 - v. Special focus for innovative projects related to girls education
 - vi. Recruitment of 50% female teachers
6. The government also launched the District Primary Education Programme (DPEP). Here too; the thrust is on the disadvantaged group especially the SC/STs. Specific targets have been fixed for them. According to a study conducted by NIEPA, schools in DPEP districts had more than 60% students belonging to SC/ST communities.
 7. Mahila Samakhya (MS)-This involves enabling women (especially the SC/STs) to address and deal with problems of isolation and lack of confidence, oppressive social customs and struggle for survival.
 8. National Programme for Education of Girls at Elementary Level (NPEGEL)-This scheme is being implemented in educationally backward blocks (EBBs) where 5% is SC/ST population and SC/ST female literacy population is below 10%.
 9. Shiksha Karmi Project-Aims at Universalisation and qualitative improvement of primary education in remote and backward villages in Rajasthan. Here, most of the students are from SC/STs and OBC.
 10. Kasturba Gandhi Balika Vidhyalayas- Schools are being set up for SC/STs with boarding facilities at elementary level for girls.
 11. Jan Shikshan Sansthan- This is an adult education programme aimed to improve the vocational skill and quality of life of the socio-economically backward and the disadvantaged especially the SC/STs.

12. Midday meal scheme-This is a successful incentive programme. It covers all primary classes in all govt/aided/local body schools in the country with the aim to improve enrolment, attendance, and retention while simultaneously impacting on the nutritional status of the children. This has largely benefited the SC/ST children.
13. Kendriya Vidyalayas-15% and 7.5% seats are reserved for SC/STs respectively in fresh admissions. No tuition fee is charged from scheduled caste and scheduled tribe students up to class-XII.
14. Navodaya Vidyalaya(NVs)-Reservation of seats in favour of children belonging to SCs and STs is provided in proportion to their population in concerned districts provided that no such reservation shall be less than the national average of 22.5%.
15. National Institute of Open Schooling (NIOS)-The SC/ST students is given concession in admission fees to the extent of Rs.450/-for secondary and Rs.525/- for the senior secondary courses. Out of the 43,000 scholarships at the secondary stage for talented children from rural areas 13,000 scholarships are awarded to SC/ST students.
16. NCERT- Focuses on the development of textbooks, teacher, guides, examination reforms etc and it operates the national talent search scheme for pursuing courses in science up to doctoral level. Out of the 1000 scholarships, 150 are reserved for SCs and 75 for STs.
17. National Institute of Educational Planning and Administration (NIEPA)-Educational development for SCs and STs is an area of major concern of NIEPA. It carries out a number of studies concerning the educational programmes and schemes for SCs and STs.
18. UGC- UGC provides financial assistance to universities/deemed universities for the establishment of SC/ST cells to ensure effective implementation of reservation policy for SC/STs. The UGC has established SC/ST cells in 113 universities to ensure proper implementation of the reservation policies.

As per reservation policy UGC has earmarked 15% and 7.50% reservation for SC/STs respectively in appointments both in teaching, non-teaching posts, admissions, hostel accommodations etc. UGC has been implementing the programme of career Orientation to Education (Vocationalization of education) to ensure that the students have knowledge, skills, attitudes for gainful employment and also encourage self-employment. It provides financial

assistance to the existing coaching centers to prepare SC/ST candidates for NET conducted by UGC/CSIR. UGC also provides financial assistance for extension activities. In order to contribute towards social equity and socio-economic mobility of the underprivileged sections of the society, UGC has introduced remedial coaching scheme at UG/PG level. The main objectives of the scheme are-

1. To improve academic skills and linguistic proficiency.
2. To raise the level of comprehension of basic subjects
3. To strengthen their knowledge, skills, and attitudes.
4. To improve the overall performance of the SC/ST students.

The commission has created a central pool database of eligible SC/ST candidates and recommends their candidature for teaching positions in order to fulfill the prescribed reservation quota in universities and colleges.

The Indira Gandhi National Tribal University

The Indira Gandhi National Tribal University, Amarkantak has been established by an Act of the Parliament of India. It came into existence by the Indira Gandhi National Tribal University Act, 2007 and came into action in July 2008.

The jurisdiction of the University extends to the whole country and it is fully funded by the Central Government through the University Grant Commission. The university caters to the tribals' long cherished dream of higher education.

Aims and Objectives -

The tribal people are rich in cultural heritage and skill of art and craft but they are still marginalized in respect to higher education as well as in other walks of life. Now in the present age of globalization, the world has shrunk into a village as the society has advanced in technology. But the tribes, who are the custodians of Indian culture in the real sense, are far behind in this race of advancement. In order to rescue them from the present plight, the university has put before itself the following aims and objectives-

1. To provide avenues of education, especially higher education and research facilities primarily for the tribal population of India.
2. To disseminate and advance knowledge by providing instructional and research facilities in tribal art, tradition, culture, language, medicinal systems, customs, forest-based economic activities, flora, fauna, and advancement in technologies relating to the natural resources of the tribal areas.
3. To collaborate with national and international universities and organizations, especially for undertaking cultural studies and research on tribal communities.
4. To formulate tribal centric development models, publish reports and monographs and to organize conferences and seminars on issues relating to tribes and to provide inputs to policy matters in different spheres.
5. To take appropriate measures for promoting the members of tribal communities capable of managing, administering and looking after their own needs by access to higher education through a university of their own.
6. To disseminate and advance knowledge by providing instructional and research facilities in such other branches of learning as it may deem fit.
7. To disseminate and advance knowledge by providing instructional and research facilities in such other branches of learning as it may deem fit.

In view of the aims and objectives of the university, the major thrust will be on providing more opportunity for the tribes. However, the university is open to all.

Conclusion

Therefore, six decades of experience on tribal development in India reflect that the goal of all-round development of the tribal communities as conceived in the Indian constitution has raised certain basic issues before the nation. These issues may be the recognition of rights of tribal people over natural resources like land, water, forests and mineral resources, the crisis in tribal identity, educational attainment etc.

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GROWTH OF ELEMENTARY EDUCATION IN THE STATE OF SIKKIM

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Abstract

Elementary Education is the most essential and basic foundation in the educational life of an individual. Without going through the Elementary level of education, individuals cannot proceed to the secondary and higher levels of education. The system of education is categorised into different level such as primary, elementary, secondary and senior secondary. Elementary education covers the primary education which consist of students of 6-11 years and upper primary level which consist of students of 11-14 years. The aim of this level of education is to make every learner of 6- 14 year old to acquire foundation skills such as the ability to social skills such as teamwork. . Like in any other State the system of Education in Sikkim is also based on education policy of the Nation. Interventions like Sarva Shiksha Abhiyan have been launched in the State of Sikkim in the year 2001. The State of Sikkim also implemented schemes like Mid-Day Meal for all the children at the elementary level. However, the present study revealed that the enrolment rate has been dropped down in the State. The present study also highlighted the growth in number of schools, Enrolment Rate, Gross Enrolment Ratio, Net Enrolment Ratio, Transition Rate, Retention Rate, Repetition Rate and Dropout Rate of students of Government schools having Elementary level.

Keywords: Growth, Elementary Education, Sikkim

In the present study the growth of elementary education is analyzed and categorized into different categories such as the overview of education before Sikkim became part of India, the number of schools and enrolment of students from the year 1954 to 1975 and elementary education after Sikkim became 22nd State of Indian Union.

Overview of Education Before 1975

Sikkim had its traditional Lamaistic system of education before the British introduced the modern system of education. Christian Missionary Education in Sikkim began only in the late nineteenth century. In the year 1872-73, a Missionary Rev. Macfarlane, who had pioneered the cause of education in Darjeeling district, visited

Sikkim and established a few mission schools in various parts in the kingdom (Seventh All India School Education Survey, 2002). During that period, three types of schools were established apart from the Lamaistic education imparted in the monasteries, they were (i) the Government schools (ii) the Missionary schools (iii) the Village schools. These schools were maintained by the Thikadars (Zamindars) and the people (Gazetteer of Sikkim, 2013).

The Lieutenant Governor of East India Company had accepted the recommendations from the Director of Public Instruction with regards to the establishment of new schools in Gangtok. These recommended schools were Bhutia Boarding Schools and Nepali Boarding schools which started in the year 1889 and 1906 respectively by accommodating twenty boys in each school along with two schoolmasters. The students who had qualified from these schools were later sent to the Government High School, Darjeeling for further studies at the expense of the government (Gazetteer of Sikkim, 2013, p. 436). Later in 1924, Bhutia Boarding and Nepali Boarding schools were combined and then renamed as Tashi Namgyal High School, which is functioning till now.

According to Bhutia, (2012), the first inspector of schools was appointed in Sikkim in 1945. Afterward, in 1950, an officer was given in charge to look after the Education Department, and thereafter in 1953, the first Executive Councillor of the department was appointed. It was in the year 1954, the first Director from outside the kingdom was appointed, and he was assisted by three Inspectors of schools. One such inspector was posted at the headquarter and the others in the districts. In the same year, with the assistance of the Government of India, the First Seven-Year Plan was launched in Sikkim to set the stage for the all-round development of the State and under this development plan; an educational administrative set-up was created. In 1960-61 when the Second Five Year Development Plan (1960-65) was launched, two more inspectors for primary schools were appointed so that each inspector could look after one of the four districts.

Number of Schools and Enrolment from 1954-1975

The present study focused on data from 1954 only due to difficulty in procuring written documents on schools and enrolment before this year.

Table 1 (a)

Number of Schools and Enrolment in Sikkim from 1954 to 1960

Type of schools	1954		1960		Total Increase in No. of schools	Total Increase in No. of students
	No. of schools	Total No. of students	No. of schools	Total No. of students		
LPS	70		117		47	
UPS	14		47		33	
MS	2	2500	13	9700	11	7200
HS	2		5		3	
Total	88	2500	182	9700	94	7200

Source: Gazetteer of Sikkim, 2013

Note: LPS-Lower primary school,

UPS-Upper primary school,

MS-Middle School, HS-High School

The above table 1 (a) shows that according to the Gazetteer of Sikkim (2013) in the year 1954 there were 88 schools with a total enrolment of 2500 students. In the year 1960, the total number of schools increased to 182 with an enrolment of 9700 students. From the above table, it can be interpreted that during the year 1954 to 1960 the number of schools increased by 94 with an increase of 7200 students.

Table 1 (b)

Number of Schools and Enrolment in Sikkim(1975)

Type of schools	No. of schools	Total No. of students
Primary school	228	
Junior high school	30	20959
High school (Sec School)	8	
Degree college	1	
Total	267	20959

Source: Gazetteer of Sikkim, 2013

The above table 1 (b) depicts that the total number of schools in the year 1975 was 267, of which 228 were lower primary schools, 30 were junior high schools, eight were

high schools (secondary school) and one-degree college. It is also revealed that the total number of students enrolled at different levels were 20959 in the year 1975. The total number of students enrolled in the year 1975 indicates the awareness among public for education. 1975 is the year of big change and paradigm shift for people of Sikkim as Sikkim became part of India 16th May 1975, Sikkim became part of Indian Union with 266 schools, one college, and 20959 students enrolled in schools.

Education after Sikkim Became 22nd State of the Indian Union

The development of Education System in the State took place after its merger as the 22nd State of the Indian Union in 1975. The State now has four distinct stages in the School Education-the Primary Stage (Class I-V), the Upper-Primary or the Junior High School Stage (Class VI-VIII) the Secondary Stage (IX-X) and the Senior Secondary Stage (Class XI-XII). Prior to the Lower Primary Stage is the Pre-Primary Stage which has attached to all the schools as it is a preparatory stage for the children to enter into the school system. The age of entry into the government school system is 5+ years because all government schools are affiliated to the Central Board of Secondary Education (CBSE), Delhi and private schools are affiliated to Indian Certificate of Secondary Education (ICSE). The medium of instruction in all the government schools is English.

Elementary Education is a fundamental right of every child from the age group of 6-14 years. It covers from classes I to VIII. A school which has classes from I to VIII is also known as Junior High School. The term upper primary is used to denote schools with class (VI-VIII) in order to maintain uniformity with the national report. Elementary education is a foundation of education and it lays a strong base for the child's physical, intellectual, emotional and social development. It is through this, each child can learn in order to adjust to the society and the world; it also assists to eradicate the illiteracy among the young children in the country. Free education is provided to all the children up to the age of fourteen years by providing various incentives like free textbooks, uniforms, shoes, bags, raincoats and mid-day meals in the government schools.

Number of Government Schools having Elementary Level in the State of Sikkim (1975-2015)

The information on the number of government schools having elementary level is presented in tables such as 1975-86, 1991-2000, 2001-2008 and 2009-2015.

Table 2 (a)

Number of Government Schools having Elementary Level (1975-2000)

Type of schools	1975-76	1980-81	1985-86	1991	1992	1993	1994	1995	1996	1997	1998
Primary	228	321	478	510	527	531	529	535	535	514	501
Junior High School	29	44	121	122	122	118	118	118	117	122	131
Total	258	365	599	632	649	649	647	653	652	636	632

Source: Gazetteer of Sikkim (2013)

Note: Primary (Class I to V), Junior High School (Class I to VIII)

From the above table 2 (a) indicates that the total number of schools were 258 in the year 1975-76, of which 228 number of schools were primary and 29 number of schools were junior high school. During the year 1975-76, the total number of schools was 599 in the year 1985-86 where the number of schools increased by 2.3 times in a decade. It is also noticed that the total number of schools were 632 in the year 1991, out of which 510 number of schools were primary and 122 number of schools were junior high school. During the year 1975-76 to 2000, the total number of primary schools increased by 273 and 100 schools at the upper primary level in the State. Which indicate that the number of primary schools increased by 2.2 times and the number of junior high schools increased by 4.48 times. The rise in the number of elementary schools in the last 25 years has increased by 2.44 times.

Table 2 (b)

Number of Government Schools having Elementary Level (2001-2008)

Type of schools	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
Lower-Primary	179	183	183	215	165	165	154
Primary	322	314	314	314	295	295	284
Primary(SSA)	N.A	N.A	N.A	N.A	40	41	43
Junior High Schools (UP)	129	127	127	121	146	146	150
Total	630	624	624	650	646	647	631

Source: *Annual Report, Government of Sikkim (PME Cell)*: **Lower Primary (Class I-III), Primary (Class I-V), Primary SSA- (Sarva Shiksha Abhiyan, Class I-V), Junior High School (Upper-Primary School, Class I-VIII, NA-(Not Applicable)*

It is evident from table 2 (b) that the number of lower primary schools was 179 in the year 2001-2002 which increased to 215 in the year 2004-2005; 322 primary schools in the year 2001-2002 which decreased to 284 in the year 2007-2008, the number of primary SSA in the year 2005-2006 was 40 of which increased to 43 in the year 2007-2008, the number of junior high schools in the year 2001-2002 was 129 which increased to 150 in the year 2007-2008. The total number of schools was 630 in the year 2001-2002 which increased to 650 in the year 2004-2005 but in the year 2007-2008 the number of schools was decreased to 631. Four Deputy Directors, Human Resource Development Department were interviewed to find the reason for not increasing the number of school from 2001-2008. One of the officials mentioned that “*due to the up-gradation of schools to the higher level schools the number of schools did not increase.*” Since the SSA was implemented in 2001 which has suggested in increasing the number of schools so the government upgraded the schools to the higher level. The pre-primary schools are upgraded to primary schools, primary schools are upgraded to junior high schools, and junior high schools upgraded to secondary schools and then to senior secondary schools which resulted in decrease the total number of schools.

Table 2 (c)

Number of Government Schools having Elementary Level (2009-2015)

Type of schools	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Lower-Primary	146	12	N.A	N.A	N.A	N.A
Primary	280	365	365	370	369	343
Primary(SSA)	54	54	54	57	56	63
Junior High Schools (UP)	145	196	196	193	188	184
Total	625	627	627	620	613	590

*Source: Annual Report, Government of Sikkim (PME Cell)***Lower Primary (Class I-III), Primary (Class I-V), Primary SSA- (Sarva Shiksha Abhiyan, Class I-V), Junior High School (Upper-Primary School, Class I-VIII), NA-(Not Applicable)*

Table 2 (c) that the number of lower primary schools was 146 in the year 2009-2010 which decreased to 12 in the year 2010-2011. The number of primary schools in the year 2009-2010 was 280 which increased to 370 in the year 2012-2013. The number of primary Sarva Shiksha Abhiyan schools was 54 in the year 2009-2010 which increased to 57 in the year 2012-2013. The number of junior high schools in the year 2009-2010 was 145 of which increased to 198 in the year 2011-2012. The total number of schools was 627 in the year 2010-2011 which decreased to 590 in the year 2014-2015. Deputy Director, Human Resource Development Department mentioned in an interview that the number of schools decreased because of the up-gradation of the lower primary schools to the primary level in the year 2011. During the up-gradation of lower primary schools to primary schools, the children below six years who were studying in pre-primary sections shifted to Anganwadi Centres of Integrated Child Development Centres (ICDCs) and lower-primary schools are upgraded to primary schools due to an implementation of RTE Act.

Trend of Growth in Number of Schools Having Elementary Level in Sikkim (1975-2015)

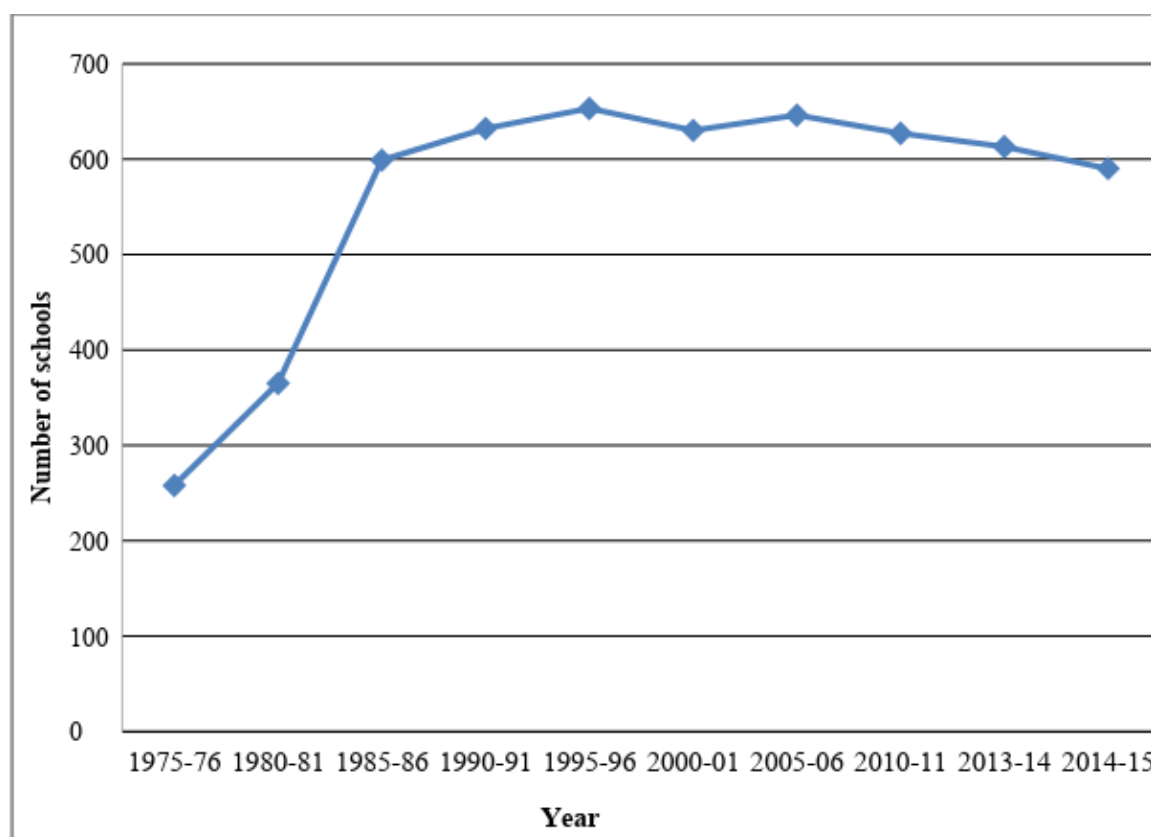


Figure 1 Trend of growth in number of government schools

Figure 1 shows that there was a linear change in the number of government schools at the elementary level from 1975 to 1986 which was right after the Sikkim became part of Indian Union. There was a gradual increase in a number of schools for a decade i.e. 1986-1996. After that there was a drop in the number of schools at the elementary level in 2000-2001, again the number of schools increased in the next five years till 2005-2006. It has been noticed that the number of government schools at the elementary level gradually decreased from 2006-2007 till the present year. Upon identifying the trend, the study suggests that a number of schools may not increase very drastically, even in future. The rise in a number of schools may be gradual unless the government construct new schools instead of upgrading the schools which already existed.

Enrolment in Government Schools having Elementary Level in the State of Sikkim

The enrolment in government schools having an elementary level in the State of Sikkim from the year 1975 to 2000 is given below:

Table 3 (a)

Enrolment in Government Schools having Elementary Level from 1975 to 2000

Type of schools	*Enrolment in Government Schools having Elementary Level according to Bhutia (2012)			**Enrolment in Government Schools having Elementary Level according to Gazetteer of Sikkim (2013)							
	1975	1980	1986	1991	1992	1993	1994	1995	1996	1997	1998
Pre-Primary	0	0	0	15135	16618	17129	15775	16231	19946	23538	25661
Primary	18057	42559	65623	73324	74497	75153	78737	82561	83413	84986	85075
Junior High School	2100	7899	16110	15998	18515	20760	24239	21309	21955	23949	26115
Total	20157	50458	81733	104457	109630	113042	118751	120101	125314	132473	136851

Source: *Bhutia, 2012; **Gazetteer of Sikkim, 2013; Note: Pre-primary (Below 6 years), Primary (Class I-VIII)

It is evident from the above table 3 (a) shows that according to Bhutia (2012), the total number of students enrolled were 18057 at primary level in the year 1975, 42599 students in the year 1980 and 65623 number of students enrolled in the year 1986. The number of students enrolled at junior high schools in the year 1975 was 2100, 7899 students in the year 1980 and 16110 number of students enrolled in the year 1986. The data revealed that the enrolment increased by four times in a decade (1975-1986). According to Gazetteer of Sikkim (2013), indicates that the enrolment in the pre-primary level increased from 15135 to 25661 in the year 1991 to 1998, and at primary level, it increased by about 73324 to 89576 in the year 1991 to 2000. It is noticed that the enrolment at the junior high school level, increased from 15998 to 27086 in the same period. The total number of students enrolled at all levels was 104457 to 140277 from 1991 to 2000. Enrolment in a decade (1991-2000) has increased by 35820. The Rise in enrolment of students which resulted in increased in the decade contrast with the number of schools which did not increase.

Table 3 (b)

Enrolment in Government Schools having Elementary Level (2001-2008)

Type of schools	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
Pre-Primary	23208	22283	21040	19674	16499	15785	13724
Primary	77003	76828	76799	78585	73700	68095	65056
Junior High Schools (UP)	24822	24312	24802	27549	26955	25684	25600
Total	125033	123423	122641	125808	117154	109564	104380

Source: Annual Report, (PME Cell), Government of Sikkim

*Pre-primary (Below 6 years), Primary (Class I-V), Junior high school (Class I-VIII)

The above table 3 (b) indicates that the enrolment at the pre-primary level were 23208 in the year 2001-2002 and on the other hand in the year 2007-2008, the enrolment decreased to 13724. It shows that the enrolment at pre-primary level went down from the year 2004-2008. 77003 students enrolled at primary level in the year 2001-2002, which decreased to 65056 in the year 2007-2008; at junior high schools, the number of students enrolled in the year 2001-2002 was 24822, which increased in the year 2004-2005 to 27549 students. The total number of students enrolled at different levels in the year 2000 was 140277 which is shown in the previous Table no. 3 (a) which further decreased to 125033 in the year 2001-2002, the enrolment number of students again decreased to 104380 in the year 2007-2008. When enquired on the reduction of enrolment from 2001 to 2008, none of the four officials of the Human Resource Development Department could provide the reason for the decrease in the enrolment of students. Since the data were collected only from the government schools, it could not be confirmed whether the decrease in enrolment of students is due to drop out or the students have relocated to the private schools.

Table 3 (c)

Enrolment in Government Schools having Elementary Level (2009-2015)

Type of schools	2009- 2010	2010- 2011	2012- 2013	2013- 2014	2014- 2015
Pre-Primary	12654	N.A	N.A	2690	N.A
Primary	61285	87123	69107	59704	40864
Junior High Schools (UP)	26543	37263	45124	45958	75518
Total	100482	124386	114231	108352	116382

Source: Annual Report, (PME Cell), Government of Sikkim

* Pre-primary (Below 6 years), Primary (Class I-V), Junior high school (Class I-VIII)

As can be seen from the above table 3 (c) that the enrolment was 12654 at pre-primary level in the year 2009-2010, it is also revealed that the enrolment of pre-primary level went down in the year 2013-2014 to 2690, whereas 61285 students enrolled at primary level in the year 2009-2010, which increased by 69107 students in the year 2012-2013, and another 26543 students were junior high schools level in the year 2009-2010, which again increased to 75518 students in the year 2014-2015. The total numbers of students' enrolment in the year 2009-2010 were 100482, which further increased to 116382 in the year 2014-2015. There was a sudden rise in enrolment in the year 2014-2015 by 10030. Four Deputy Directors, Human Resource Development Department, was interviewed to find out the reason for no enrolment at pre-primary sections from 2010 to 2013. A Deputy Director mentioned that *"all the government pre-primary sections children were shifted to the Anganwadi Centres of Integrated Child Development Service (ICDS) in 2010 so there was nil in this section."* The present study found that in the year 2013, pre-primary classes re-started in government schools as there was a demand from the public. In the year 2016, the State Government of Sikkim placed a policy to provide pre-primary education to all government schools in the Montessori model. At present, in 2016, Lower Kindergarten (LKG) and Upper Kindergarten (UKG) for pre-primary level have been functioning in all the government schools. It was found that that the objective of this decision was to provide quality education right from pre-primary level and nurture them as well as prepare them for the higher classes in the government schools itself.

Trend of Growth in Enrolment having Elementary Level in Sikkim (1975 to 2015)

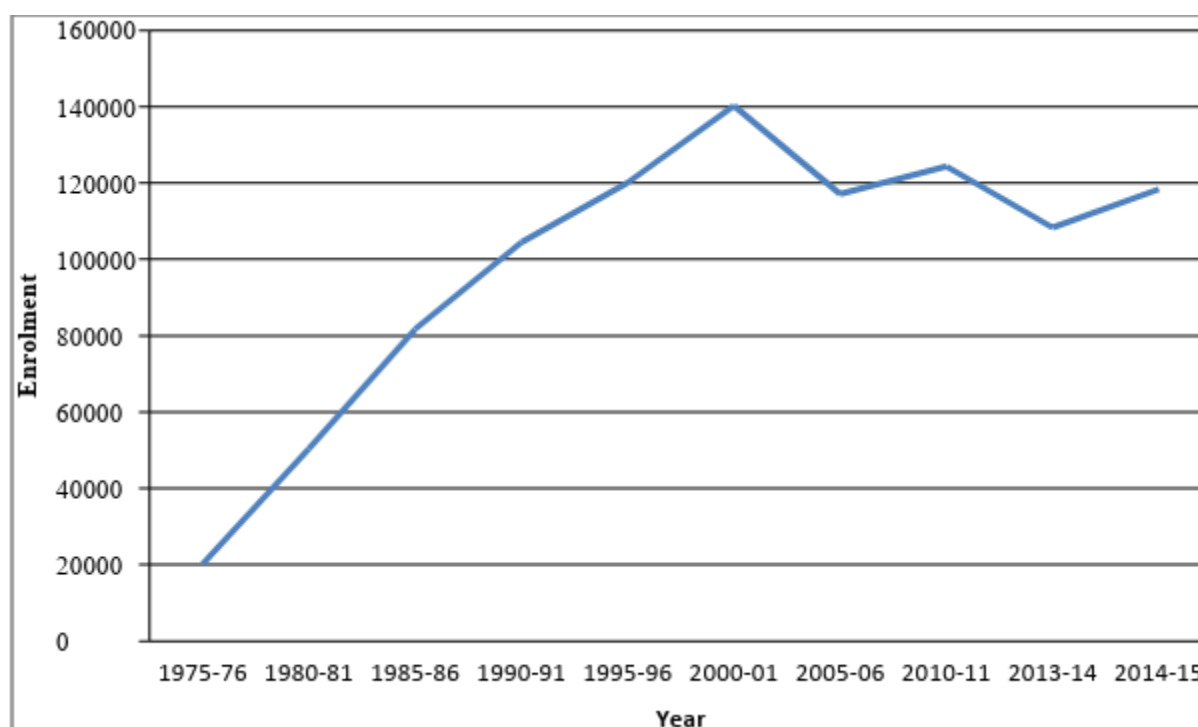


Figure 2 Trend of growth in enrolment of government schools

It is observed from the figure 2 that there was a linear change in the enrolment from 1975 till 1991. From the year 1992 onwards there was a gradual increase in the enrolment till the year 2000. It was found that in 2001, Sarva Shiksha Abhiyan was implemented with incentives such as mid-day meal and free uniforms. Further, the enrolment decreased from the year 2011 to 2013, as students of pre-primary sections were shifted to Anganwadi centres of Integrated Child Development Service (ICDS). Upon identifying the trend, it may be suggested that the enrolment in elementary level in Sikkim may increase in future with any new schemes which cater to the financial, social and educational needs for all students at the elementary level of schools which is funded by either the Central or State government.

Gross Enrolment Ratio (GER)

Gross Enrolment Ratio (GER) is defined as the ratio of gross enrolment to the proportion a total number of children in the relevant age group. For elementary level, it is defined as the ratio of the number of children enrolled to the actual number of children in the 6-14 age groups (Rao, 2010). In Gross Enrolment Ratio, both underage (6 years) and over age (11 years or 14 years) children get included and therefore the total percentage is more than 100 percent in some cases (Thukral, 2002).

Gross Enrolment Ratio at Elementary Level (2001-2016)

Source: Sarva Shiksha Abhiyan (Annual Plan), (2001-15) Government of Sikkim. *Flash Statistics (MHRD) Reports, India (2005-14)

Net Enrolment Ratio (NER)

Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population is the net enrolment ratio. It shows the extent of coverage in a given level of education of children and youths belonging to the official age group corresponding to the given level of education (United Nations Educational, Scientific and Cultural Organizations, 2009).

Net Enrolment Ratio at Elementary Level

Source: Sarva Shiksha Abhiyan (Annual Plan), Government of Sikkim (2001-2015), *Flash Statistics (MHRD) Reports, India (2005-14)

Retention Rate

Retention means retaining children throughout the primary/ elementary stage through provision of incentives (which vary from State to State) such as competency which is based on textbooks, free uniforms, school bags, notebooks, hot cooked mid-day meals, scholarships, health checkups, separate toilets for boys and girls, etc (Rao, 2010).

Table 6

Retention Rate at Elementary Level in Sikkim

	2007- 08	2008- 09	2009- 10	2010-11	2011- 12	2012-13	2013- 14	2014- 15
Retention Rate	63.7	64.78	69.52	78.5 5	90.43	95.1 5	91.77	95.42

Source: DISE 2004-15

It can be seen from the table 6 that the retention rate was 63.7 percent in the year 2007-08, and it has increased to 95.42 percent in the year 2014-15 resulting in an increase of 31.72 percent. The reason for the increase in the retention rate of the State in the present study may be due to various incentives provided by the State government like free school uniforms and mid-day meal for the primary school children and also the provisions for scholarships to scheduled caste, scheduled tribe, girls' and meritorious students.

Transition Rate

Transition means to reach from one level of education to other higher level of education (UNICEF, 2012).

Table 7*Transition Rate at Elementary Level in Sikkim*

	20 04	20 05	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0
	-	-	0	0	0	0	1	1	1	1	1
	05	06	6	7	8	9	0	1	2	3	4
			-	-	-	-	-	-	-	-	-
			0	0	0	1	1	1	1	1	1
			7	8	9	0	1	2	3	4	5
Transition rate	70.5 8	73.8 0	76. 2	77. 5	78. 1	83. 1	79. 1	95. 0	96. 5	94. 9	92. 3

Source: DISE 2004-15

It is observed from table 7 that the transition rate at the elementary level for Sikkim in 2004-05 is 70.58 percent and it has increased to 92.3 percent by the year 2014-15 and the highest of 96.5 percent is recorded in 2012-13. According to the statement of Deputy Director, Human Resource Development Department of the State, the reason for the positive growth in the transition rate over the years may be due to scholarship schemes and non-detention policy which are motivating students.

Repetition Rate

Repetition (sometimes referred to as “grade retention”) occurs when students are held in the same grade for an extra year rather than being promoted to a higher grade along with their age peers (Brophy, 2006).

Table 8

Repetition Rate at Elementary Level in Sikkim

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Repetition rate	109.7	42.4	40.23	34.5	59.7	44.3	23.4	7.2	0.75	1.23	1.7

Source: DISE 2004-15

As seen from table 8 the repetition rate at the elementary level of the State in the year 2004-05 is 109.7 percent and by the year 2014-15 it declines sharply to 1.7 percent. However, in all through the years, the least of 0.7 percent is recorded in 2012-13. One of the main reasons for a sharp drop down in the repetition rate may be due to the implementation of Right to Education Act, 2009 in the State. The Right to Education Act, 2009, recommends that no child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

Drop-out Rate

The percentage of school leavers or pass-outs out of total enrolment who do not pursue studies in same or the other school during the following academic session is termed as the dropout rate. The dropout rate is different from dropout among school leavers in the sense that it is the dropout rate amongst the total enrolment and not just the school leavers (Jana, Khan, Chatterjee, Sar, & Das, 2014).

Table 9

Drop-out Rate at Elementary Level in Sikkim

	20	20	2	2	2	20	2	2	2	2
	05	06	0	0	0	10	0	0	0	0
	-	-	0	0	0	-	1	1	1	1
	06	07	7	8	9	11	1	2	3	4
			-	-	-		-	-	-	-
			0	0	1		1	1	1	1
			8	9	0		2	3	4	5
Drop-out	15.8	12.6	12.	10.	13.	13.7	7.	N.	3.3	4.8
rate	5	5	7	2	3	5	4	A	7	5

Source: DISE 2004-15

It is noticed from table 9 that the dropout rate at the elementary level of the State in the year 2005-06 is 15.85 percent and by the year 2014-15 it drops down to 4.85 percent. However, the lowest of 3.37 percent is recorded in 2013-14. The decreased in the dropout rate may be because of the incentives provided by the State government in the form of textbooks, free uniforms, school bags, notebooks, midday meals, and scholarships, etc.

Discussion

The present study found out that the total number of schools were 88 and from 1954 to 1960 i.e., six years. According to the consortium for research on education, access, transitions, and equity, 2009 revealed that in India the primary schools increased from 210,000 in 1951 to 611,000 in 1997-98, whereas upper primary schools have been increased nearly by three-fold, to 186,000 in 1997. The finding of the present study revealed that during the year 1975-76, the total number of schools was 258 and it later increased to 599 in 1985-86, whereas in the year 1991 the total number of schools was 632 which again increased to 652 in 1996 in the State of Sikkim. The Government of India, 1998 indicates that the number of primary schools has been increased from 2.10 lakhs in 1950-51 to 5.90 lakh and the number of upper primary schools has been increased from 13,000 to 1.71 lakhs in 1995-96 in India. The present finding showed that the numbers of schools were decreased from the year 2005-06 to 2013-2014. A similar finding has been found by Govinda and Bandyopadhyay (2008) that substantial numbers of primary and upper primary schools were closed down in Kerala. The growth of schools remained slow generally in the State.

The present study revealed that the enrolment of students increased by four-fold in a decade (1975-1986). Enrolment in the decade (1991-2000) has increased by 35,820. The

finding of the study is supported by the findings of Kamal (2015), who found that the highest rates of growth have taken place during the period from 1960 to 1965 in India. According to Kumari and Makkar (2012) and Rana (2013), found that the number of students' enrolment at primary level and upper primary level has increased. However, this finding contradicts the study of Nangia (2013) whose findings revealed that there is an overall decline in the number of students' enrolment at the elementary level.

The finding revealed that the gross enrolment ratio at the elementary level in the State is higher than the national level. According to Kamal (2015), Gross Enrolment Ratio between the period 1950-51 and 1998-99 improved significantly in Kerala. The present study is consistent with other research which was conducted by Pajankar & Pajankar (2010) who found that the Gross Enrolment Ratio (GER) of all children has been increased. Further Ministry of Human Resource Development Department (2014) found that the Gross Enrolment Ratio in elementary education (Classes I-VIII, Age 6-13 years) has increased by 15.4 percentage points during the period 2001-02 to 2013-14. The present study found that the net enrolment ratio of the State is found to be comparatively higher than the national average in all throughout the years. According to Ministry of Human Resource Development Department (2014), the NER in elementary education (6-13 years) was (88.315) for the year 2013-14. The present study found that the increase in the retention rate of the State. According to Kamal (2015), it was found that retention rates at the primary and elementary levels are (60% and 43%) respectively.

Summary

The provision of education in Sikkim began in the form of monastic education even before the introduction of British modern education system. The modern education in Sikkim started with the work of Christian missionaries. The surge in the development of elementary education occurred after Sikkim became a part of India. The linear increase in the number of schools for decades from 1975-1986 indicates the rate of development of elementary education in that period. The centrally sponsored scheme, SSA has also brought marked increased in enrolment at the elementary level. The result of the present study revealed that the gross enrolment ratio and Net enrolment ratio at the elementary level in the State have improved over the years. Even the percentage of retention rate and the transition has also grown up significantly from 2005-06 to 2014-15. Further, a sharp decline in the repetition and dropout rate percentage has also recorded. In short, it can be

stated that although improvement of elementary education in the State has noticed it has not achieved the status of Universal Access, Universal Enrolment, and Universal Retention. Therefore, it needs furthermore improvement.

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COPING MECHANISM OF PARENTS WITH REGARD TO CHILDREN WITH SPECIAL NEEDS

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Abstract

When a child with special needs is born, in addition to regular adaptation, the parent's life changes significantly. The family must cope with stress, grief, disappointments and challenges which may lead to a serious crisis. The parents' outlook on life totally changes and different strategies of coping mechanisms are used so as to face important decisions on management of the child with special needs and economic decisions that will affect the whole family as special education is a costly affair.

Keywords: *Coping mechanisms, Children with special needs*

The birth or diagnosis of a disabled child in a family may bring a great physical and psychological stress as well as depression which demand various psychological strategies for effecting coping. Parent's reaction may vary according to the child's disabilities and the importance they place on having a normal child, so also the parent personal characteristics, experiences, education and training, cultural background as well as personal, social and economic resources. Having a child with special need brings a unique set of challenges that impact their family including relationships among family members. A noteworthy 75% reported that their initial negative reactions and feelings have turned into positive and optimistic feelings of love, joy, and acceptance as well as satisfaction and strength that accompany success in rearing the special child. (Heiman 2002).

Coping is primarily a psychological concept related to struggle with demands, conflicts, and emotions. The coping mechanism is basically a strategy to deal with problems encountered, troubles faced and the individual fight/ contends with these successfully in equal terms. It also includes defense mechanism adopted by the individuals to cope with the

stressful events of life. Coping mechanisms are ways to which external or internal stress is managed adapted to or acted upon. Susan Folkman and Richard Lazarus define coping as “constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing”.

Children with Special needs

Children with an identified disability, health or mental health conditions requiring early intervention, special education services or other specialized services, supports, and monitoring. Children with special needs have feelings, emotions, drives, and motives common to other normal children in general. They are often marginalized within or, indeed even excluded from school systems. Every individual should be helped to develop fully according to his unique nature and needs in view of the significance of developmental approach in education.

A variety of conditions and impairments can be classified as special needs such as physical impairments, cognitive or psychiatric issues, and chronic or terminal illnesses. Children with special needs requires alternative approaches to education that not only accommodate their conditions but work towards creating new ways for them to learn and cope with their disabilities. i.e. visually impaired children requires braille slates, special educators some may need to be monitored on a regular basis with a support system.

Rights of Persons with Disabilities Act, (2016) The type of Persons with Disabilities have been increased from existing 7 to 21 and the Central government will have the power to add more types of disabilities. The 21 disabilities are given below:-

- | | |
|--|-------------------------------------|
| 1. Blindness | 8. Mental Illness |
| 2. Low-vision | 9. Autism Spectrum Disorder |
| 3. Leprosy Cured persons | 10. Cerebral Palsy |
| 4. Hearing Impairment (deaf and hard of hearing) | 11. Muscular Dystrophy |
| 5. Locomotor Disability | 12. Chronic Neurological conditions |
| 6. Dwarfism | 13. Specific Learning Disabilities |
| 7. Intellectual Disability | 14. Multiple Sclerosis |
| | 15. Speech and Language disability |

- | | |
|-------------------------|---|
| 16. Thalassemia | 19. Multiple Disabilities including deaf, |
| 17. Hemophilia | blindness |
| 18. Sickle Cell Disease | 20. Acid Attack victim |
| | 21. Parkinson's disease |

. The concept of coping mechanism has been with us for a long time, although it began to come into its own formally during the 1960s and 1970s, along with the burgeoning interest in stress. Coping mechanism or strategies are the remedial actions undertaken by people whose survival or livelihood are comprised or threatened. It is also known as 'survival skills' and are used by people to deal with the stresses, pain and natural changes that are experienced in their lives. The parents of special children with special needs showed signs of stress which may be very high or moderate. Sandhya and Shetty (2015) found out that majority of the mothers of physically challenged children studying in Integrated School had a moderate level of stress and few of them had severe stress. There are some parents having medical stress, emotional stress, and stress during communication. Parents with higher educational status had low psychological stress and high coping strategies scores. Multiple studies have shown that parents of children with special needs experience high levels of stress which varies based upon the type of impairment that children and families are facing but the common factor includes financial burden, the uncertainty of the future for their children and what will happen when they die.

The American Gerontologist Olshansky (1954) describes grief for a disabled child as a lifelong "chronic sorrow" that may accompany the parents all their life, regardless of whether the child lives at home or is in placement. The intensity may vary from one another but all parents experience grief. Olshansky argued that this type of grief should not be interpreted as a neurotic reaction but as a normal and natural reaction to the crisis.

The crisis can take the following forms:

- The Change crisis: this crisis takes place immediately after the diagnosis of the disability and is a most difficult experience. Parents are full of expectations for the birth of a normal child, and when they are informed about their child's disability their dreams are shattered causing the traumatic reactions. This crisis is

not a reaction to the handicap itself but, it is a reaction to the sudden change of reality.

- The Ideological crisis: the change crisis is comparatively short; however, after the parents have digested the news, they must confront this experience every day. This gives rise to strong emotional reactions, leading to an ideological crisis, which may last for a longer period. Reactions like guilt, shame, and overprotection appear at this stage.
- The Reality crisis: this crisis is directly related to the objective difficult conditions of bringing up a child with a disability. Parents faced demanding tasks and difficulties to manage their problems, the most acutest one being the financial problem.

Selye,H. (1936) created the stress model "General Adaptation Syndrome", which thoroughly explains the stress response and how aging and disease are caused by chronic exposure to stress. It is a model that comprised of three phases describing the body's responses to stress.

- Alarm stage: The initial reaction of the body to stress is to labels the stressor as a threat or danger to balance and immediately activates its flight or fight response system. The stress hormones like adrenaline, cortisol's are released and these hormones enable an individual to perform activities that they donot normally do.
- Resistance stage: In this stage, the stress level has been reduced and the body's defenses have become weaker, as it needs to allocate energy to the repair of damaged muscle tissues and lower the production of the stress hormones.
- Exhaustion stage: During this stage, the stress has been persistent for a longer period. The body starts to lose its ability to combat the stressors and reduce their harmful impact because the adaptive energy is all drained out.

It is very important that parent should know and have knowledge about positive or constructive coping mechanism /strategies. One positive coping strategy, anticipating a problem is known as proactive coping. Anticipating is when one reduces the stress by anticipating what it will be like and preparing oneself for how one is going to cope with it.

Social coping- such as seeking social support from others and meaning-focused coping where an individual concentrates on deriving meaning from the stressful experience.

According to Turnbull and colleagues (2011) to assist parents to cope with their children with special needs, presented the family system framework of “life management skills.”

- a) Reframing- changing how you are thinking
- b) Passive appraisal- settling aside your worries
- c) Spiritual support- finding support and guidance from spiritual beliefs.
- d) Social support- receiving social and emotional support from family and friends
- e) Professional support- receiving assistance from professionals and agencies

Muscle relaxation such as proper nutrition, exercise, sleep contributes to stress management as also physical fitness and relaxation techniques. Humor is also one positive method people use to cope with painful situations.

Maladjustive techniques are also effective in the short term such as disassociation, sensitization, safety behaviors, anxious avoidance, and self-medication.

In order to develop balanced coping, Role theory is utilized which has a six-step process. The main emphasis is on partnering with parents or primary caregivers to identify understand and manage the multiple roles demands of working parents who have children with special needs. In sociology, there are different categories of social roles such as

- (a) Cultural roles i.e., roles given by culture (e.g. priest).
- (b) Social differentiation i.e., teacher, taxi driver.
- (c) situation-specific roles e.g. Eye-witness.
- (d) bio-sociological roles e.g. as human in a natural system.
- (e) Gender roles e.g. as a man, woman, mother, father etc.

Conclusion

Thus, we can say that parents have to face and undergo various psychological problems. Many of the parents used different ways of coping through their situations which

cannot be avoided such as seeking social support, self-controlling, distancing themselves from others, accepting responsibility, escape-avoidance, religion, media, and music as an effective coping mechanism to minimize the stress. Factors such as parents' status, single mothers, and joint families also play an important role in helping them to deal with coping mechanisms as well as the parental age, educational status and maturity levels of parents.

Positive coping mechanisms are constructive, beneficial and useful in producing a good outcome. There are negative ones where the mechanisms employed are harmful, unhealthy and damaging though they may have immediate effects when it comes to reducing the stress such as anxious-avoidance, escaping etc. There is a need to find out better ways of adopting coping mechanism related to the social behavior, feelings, attitudes, emotions and a healthy outlook towards the children with special needs so also to provide psychological fitness for parents.

The role of educators, psychologists, counselors and personnel involved in children welfare and the educational institutions have a major responsibility to find out strategies for effective coping mechanisms for parents with special children. There should be social support groups where the parents can vent, receive advice and discuss their children.

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EDUCATIONAL TECHNOLOGY AND ITS APPLICATION IN TEACHING LEARNING PROCESS

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Abstract

The development of applications and evolution of new techniques and aids in the teaching-learning process has given birth to the concept of Educational Technology. The world of education has been immensely influenced by the increased use of technology and has provided valuable help in improving the task of the whole teaching-learning process and thereby enriching the goals of education. This paper will, therefore attempt to highlight the application of educational- technology in the teaching-learning process.

Keywords: Educational Technology, Teaching- Learning

The recent spurt in science and technology has revolutionized all spheres of life including the education of the child, hence the concept of ‘Educational Technology’ came into existence and this has provided valuable help in improving the task of the whole teaching-learning process thereby, enriching the goals of education.

Educational technology is a system of education in which machines; materials, media, men, and methods are interrelated and work together for the fulfillment of specific educational objectives. Therefore, Educational Technology has optimized learning to a great extent. In fact, the main objective of Educational Technology is effective communication of educational messages in an economic way.

According to the National Council of Educational Technology, U.K.: Educational technology is the development, application, and evaluation of systems, techniques, and aids to improve the process of human learning

Educational Technology has been pursued as a field of study in India since 1966. The Government of India has even included Educational Technology in its Fifth Five Year Plan

period (1971). Educational Technology Unit was started under the Ministry of Education & Social Welfare and from 1972 onwards Educational Technology Cells came into being in different states in India. It is also noteworthy to mention that Educational Technology finds a separate place in the NPE (1986) as well as in the Programme of Action (1992). As a result, a considerable amount of research and development in various aspects of Educational Technology are present.

Nature and characteristics of Educational Technology

Educational technology facilitates learning by controlling environment, media, and methods.

Educational technology lays stress on the development of methods and techniques for effective teaching-learning.

Educational technology stresses the organization of learning situations for the effective realization of the goals of education.

Educational technology emphasizes the designing and measuring instruments for testing learning outcomes.

Educational technology is not confined to the use of electronic media in education. It includes systems approach also.

Educational technology is an important medium of communication.¹

Types of Educational Technology

1. Hardware Technology: It has its origin in physical sciences and applied engineering. It is also known as 'Technology in Education'. It is more focused on the production and utilization of audio-visual aid material like film projectors, tape recorder, computers, internet, radio, television etc. to enhance the teaching-learning process.

2. Software Technology: It has its origin in behavioural sciences and their applied aspects concerning psychology of learning. It concentrates mainly on the production and utilization of software techniques and materials in terms of learning material, teaching-learning strategies and other devices for smoothing the task of teaching-learning.

¹ Aggarwal, J.C & Gupta, S. (2007). *Elementary Educational Technology*. New Delhi: Shipra Publications

The above two types of Educational Technology supplement each other. Hardware technology gives us a number of devices with tremendous capabilities to enhance the teaching-learning tasks. Software technology suggests us the best way to use those devices to accomplish specific objectives.

3. Systems Approach: It is also known as Operating Systems or Management Technology. Systems Approach refers to the methods of performing tasks wherein varieties of methods such as self-instructional techniques, individualized teaching, and study skills are employed. It has three main aspects:

- (i) Specification of educational objectives of a course/piece of instruction;
- (ii) Determination of teaching/learning methods and techniques to be used; and
- (iii) Evaluation of course material in terms of course objectives.

Educational technology plays an important role in the field of education and has great potential for improving the teaching-learning processes which may be mentioned as follows:

1. Individualized Instruction: Educational technology is very helpful in individualizing instruction because students can learn at their own pace through the use of self-instructional programmes.
2. Improvement in the Quality of Teaching: Educational technology assists in the improvement of the teaching-learning process by enabling us to use more varied, rich and motivational programmes through TV and other media.
3. Providing Mass Education: Educational technology helps in using programmes developed by experts for a large population of students with the use of computers and T.V. etc.
4. Equalizing Educational Opportunity: Educational technology assists us in making efforts for equalizing educational opportunities irrespective of the economic, social and geographical status of the learners. Thus, Educational Technology caters to the needs of the unlimited number of students.
5. Providing Continuing Education: TV lessons and self-instructional programmed materials are sent to the learners thus facilitating the learner's tasks.

6. Providing Informal Education: The use of technology of education in the mode of distance education/correspondence education/open education, etc., has provided enormous opportunities to students to acquire formal degrees in various fields.
7. Preservation of Knowledge: Due to the sophisticated electronic gadgets knowledge/information can be preserved over several lengths of time in the form of the video disc, computer software, etc and can be used as and when required.
8. Transmission of Knowledge: With Educational Technology, students all around the globe are being reached. Communication satellites, radio, and television, networking system caters to a large number of students located in different parts of the country.
9. Imparting Quality Education: Due to advance planning and involvement of experts in the area of study, mediated teaching imparts quality education to an unlimited number of students.
10. Improvement in Learning: Educational Technology facilitates human learning through the systematic identification, development, organization, and utilization of a full range of learning resources and through the management of these resources. It also helps the learner to learn with zest and interest.

In brief, we may also highlight the application of Educational Technology in education as follows:

Educational technology helps in the various teaching-learning practices in an efficient and productive manner. It may serve as an important tool for the teacher in the task of managing the various aspects of the teaching-learning process such as;

- Planning of teaching-learning.
- Organizing of teaching-learning.
- Leading teaching-learning.
- Controlling teaching-learning.

It helps the educational and instruction systems to make all possible efforts for providing adequate input and needed processes organized to arrive at the best possible outcomes i.e. realization of stipulated teaching, learning objectives in a most efficient and economical way.

The most important aspect of the application of Educational Technology in the field of education is that it helps in making the task of teaching-learning interesting, purposeful and productive by

means of its hardware, software and system approach. It is worthwhile to mention that Educational Technology alone does not replace the teacher but the crux of making Educational Technology works in the teaching-learning process solely lies on their good utilization in line with the best pedagogic principles.

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CONSTRUCTIVIST APPROACH TO TEACHING

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Abstract

The 21st-century classroom has been a shift from teacher to learner centred, teaching to activity based method. Knowledge cannot be a gift to students just like a commodity. Real knowledge comes from the learner through participation and experience from various activities. Now students construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. Education is no longer just imparting knowledge to students, but instead to facilitate a child's thinking and problem-solving skills which can then be transferred to a range of situations. Learners come from different types of socio-cultural background having differences in their interests and aptitude. Knowing these differences within the learners, it is important to provide and create appropriate space and environment to the students for their effective learning. It also required lots of effort and need to facilitate rather than teaching in order to create a healthy environment for the learners to learn and it is possible through "CONSTRUCTIVIST APPROACH TO TEACHING".

Keywords: Constructivist Approach, Teaching

Knowledge is constructed by learners through an active participation and experiences. Learners are the builders and creators of knowledge through cognitive processes. The Classroom has been a shift from teacher centred to learners centred, from passive to active participation. Teachers act as a facilitator rather than a guide. Learners construct their own knowledge through observation, through first-hand experiences, understanding, and active participation. Constructivism allowed learners to construct their own knowledge rather than spoon feeding. Constructivist teaching is all about making learners actively involved in learning processes rather than simply giving information. Knowledge is constructed, not transmitted, constructivist teaching strategy is based on the belief that learners learn best when they gain knowledge through exploration and active learning. Hands-on materials are

used instead of textbooks, and students are encouraged to think and explain their reasoning instead of memorizing and reciting facts.

The constructivist approach to teaching teachers is expected to an active learner who can guide students into adopting cognitive strategies such as self-testing, articulating understanding, asking questions, and reflection. The role of the teacher in a constructivist classroom is to organize information around and make them engage according to the learner's interest, to assist learners in developing new insights, and to connect them with their previous learning experienced. Constructivism based learning method shifts from teaching to learning. It is based on individualizing and contextualizes students' learning experiences that help learners to develop their skills and attitudes. Emphasis and considered learners learning styles focus on knowledge construction, not a reproduction but based on problem-solving process. Teachers act as facilitators. Constructivism is a theory of learning suggesting that learners create their own knowledge of the topics they study rather than receiving knowledge as transmitted to them by some other sources.

Need and Importance of Constructivism Approach to Teaching

Every students or pupil have potentiality and capabilities to perform certain limits of learning capacity naturally. It has been proved that students learned best when they are active in participation. The Traditional system of education if proper environment creates to them. First hand learning through active participation is considered as the best way of education at every stage of learning. Therefore, in order to provide learners to participate actively in the learning process constructivism approach is the best method to create a healthy atmosphere inside and outside the classroom. The learner is an information constructor. It is rightly pointed out that people actively construct or create their own knowledge.

Constructivists believe that prior knowledge impacts the learning processes. When learners try to solve every problem, perceptual or conceptual similarities between existing knowledge and a new problem can remind learners of what they already know. This is often one's first approach towards solving novel problems. Information not connected with a learner's prior experiences will be quickly forgotten. In brief, the learner must actively construct new information into his or her existing mental framework for meaningful learning to occur. When learners are actively involved in problem-solving, automatically their mental development occurs. Problem-solving always teaches learners to consider multiple perspectives on a given situation or phenomenon. Therefore this develops flexibility in

thinking and reasoning skills, as students compare and contrast various possibilities in order to draw their conclusions. Through a constructivist approach to teaching learners continuously integrate new knowledge into existing knowledge. Since learning either inside or outside the classroom always have an impact and reflect on the real-life situation, therefore in constructivist approach to teaching encourage and learners to learn to make connections and associations by relating the subject matter to their own life experience.

In every learning situation, there is always a solution to the problem and constructivist encourage learners to bring conclusion with evidence and logical arguments. Learners learn to synthesize several sources of information and references in order to draw conclusions and then evaluate, they learn to question and bring lots of ideas and knowledge through comparing and contrasting alternative ideas and contexts. Learners are encouraged to engage in an individual reflection in order to organize and understand the world and experience insights as they think through problem-based method or inquiry activity and draw inferences that allow them to go beyond the simple acquisition of facts and information by learning how to perceive implications and apply them to other situations.

Generally, constructivist encourage learners to use active techniques like experiments, real-world problem solving to create more knowledge and then to reflect on about what they are doing and how their understanding is changing. Constructivist teachers encourage students to constantly assess how the activity is helping them gain their understanding. By questioning themselves and according to their strategies a student ideally become expert learners and gives them broader understanding and become a tool for learning.

A Naturalist believes that student learns best through guided by nature and personal experiences. And it is true and correct many students preferred learning by themselves rather than any interference from teachers and when they are free from such interference their real authentic knowledge and creativity occurred in the process of learning. Students also, therefore exchange their ideas, knowledge and negotiate with others and to evaluate their contributions in a socially acceptable manner. Therefore, this is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to navigate among others' ideas. Students also communicate each other with their ideas, knowledge, aptitude and their creativity and this becomes a self-assessment activity. And

through self-assessment students also gain more insight into their activities progress of how well they actually understand the concepts at hand.

In traditional learning method mostly students demonstrate and reproduce knowledge in the form of facts information, which lacks personal engagement whereas, on the other hand in a constructivist approach to teaching students are more engaged in experimentation and take the initiative of their own activities and understanding. Engaging continuous in experimentation and problem-solving students develop the ability to express their knowledge and exchange their views and ideas. As a result, they become self-learners and develop skills and understanding in every learning situation by gaining self-confidence.

In a constructivist approach to learning students evaluate and in return motivate to tackle any problems to the solution rather than avoiding to the learning process. In fact, in every teaching-learning process, every teacher should encourage students to engage in activity rather than bookish learning which does not develop their skills and originality of the students. Every teacher should accept that each student is unique and original and they are capable of every task to perform.

Principles of Constructivist Approach to Teaching

The main important principles in constructivist approach in teaching are:

- In a constructivist approach to teaching teachers accept students point of view and they values and listens to their opinion. Students are encouraged to express their views and make them work through activity-based method learning. Teachers become an active-learners rather than transmitting knowledge.
- Students are encouraged to explore their knowledge through past experiences. Constructivist teaching makes widen or broaden student's knowledge since they are more on constructing and contextualizing their perception.
- In a constructivist approach to teaching teachers pose problems of relevance to the students into a more complex situation based on real-world problems and thus it allowed students to solve real-life situation problems.
- The most important principles of a constructivist approach to learning are that teachers assess students' lesson in the context of daily teaching. Student's

assessments are being done on the basis of daily learning context. Teachers spent more time to evaluate students' performance one of each experimentation and activity on daily basis. Thus how teachers understand whether his students learned on that particular content or not. That is why teacher's assessments are authentic and systematic to check each student's performance.

- In a constructivist approach to teaching, teachers do not transmit knowledge it rather encouraged students to participate actively in learning processes through project-based, experimentation and problem-solving.
- Learning always takes place through the active process by using sensory domain and construct knowledge out of it. It is obvious that learning does not take place through passive but, learners always learn to learn through engaging with the activities.
- In a constructivist approach to teaching, learners are encouraged to engage in problem-solving, experimentation and project method. The complete involvement of physical and mental skills developed their real-life situation in their future.

Role of Teachers in Constructivist Approach to Teaching

There are particular role and method to play the teachers' part. It is rightly pointed out that every individual has differences in learning and so as the students have their potentialities and skills to construct their own understanding while active participation and experimentation in learning. A Teacher needs to be an expert learner as well rather than transmitting and imparting knowledge. In a constructivist approach to teaching, teachers should facilitate, guide and act as an expert learner according to the needs and interest of the students. Teachers rather try to organize, collect information and ideas in order to make students engage according to their interest in the students.

It is to be remembered that in a constructivist approach to teaching always based on learner-centred rather teacher centred, based on experimentation rather than bookish learning. Students are encouraged to participate and express their view while learning. The activities are student-centred, and students are encouraged to ask their own questions, carry out their own experiments, make their own analogies, and come to their own conclusions. A Constructivist approach to education is widely accepted by the researchers.

The role of the teacher in a constructivist approach to teaching is to adapt to the learner's needs and give them the freedom to construct their own knowledge for themselves. Each learner is considered as a unique individual and they accept individual differences. The

teacher must consider all the factors and difficulties of the learners and assist them in pursuing new platform into the context of their own lives.

Learning should involved activities to process the new material, linking it to what the student already knows. Tasks should be authentic and set a meaningful context and related to the real world. They should not just involve and wait for the knowledge to transmit. As student's keep learning it may involve trial and errors and tasks should offer opportunities for self-assessment, correction, peer discussion and teacher feedback.

In this approach to teaching learners are not in competition with one another rather they are exchanging their views and ideas. They also encouraged working cooperatively and cohesively in the process of learning a new task. Sometimes students take the role of teacher by assisting with their peer groups, classmate whenever necessary. That's how students build up their relationship and their knowledge while helping each other in every activity.

The implications of teachers are to act as a facilitator, guide, and support and model the learning. Teachers should rather concern for arranging and keep adjusting to accommodate in new learning experiences. It is significant to know that teaching and transmitting knowledge through text-book and providing so-called ready-made materials are no longer help with the students, therefore based on the need and interest of the students learning should take place. A Constructivist approach to teaching shift from experimentation to rote learning. It is important to know that the education system in our society is now based on learner-centred which mean learning takes should place with the interest of the students.

Conclusion

Real knowledge comes from the learner through participation and experience from various activities in a constructivist approach to teaching, knowledge is constructed and not transmitted. New ideas and concepts are the constructs based on the current knowledge so the learner can easily solve other related problems in their real-life situation in future, learner select the information, construct his own ideas makes discussion and exchange their views with an aim to integrate new experiences. Constructivism emphasized the importance of the world knowledge and beliefs to bring into learning new knowledge. Learning requires a stage where students are required to process the information given them. They need activities

which require them to make personal sense of the material and so construct their own meanings. Research shows that learning activities that require active student processing improve by recalling and create deeper learning. The brain is a parallel processor, not a sequential processor. So learners need to think about parts and wholes at the same time, and it integrates the knowledge of understanding. In a constructivist approach to teaching students, activities become multidimensional, inside the classroom with different activities at different levels taking place simultaneously.

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EMOTIONAL INTELLIGENCE AS A TOOL FOR EFFECTIVE TEACHING IN THE COLLEGES OF NAGALAND

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Abstract

Emotional Intelligence is the process of learning to understand our own emotions, learning to understand the emotions of others, gaining proficiency in positive emotional response in oneself and recognizing and accepting the emotional response of others. According to Daniel Goleman, Emotional Intelligence includes Self-control, zeal, Persistence and the ability to motivate. Emotional Intelligence, once developed can create avenues for productivity rewarding and fulfilling life.

In today's context where everything is so technical emotional intelligence seems to have taken a back seat, the youths especially the students are more aloof and very much out of the world they seem less interested in studies, socializing and more into the virtual world. And in steps with the rest of the world even in Nagaland Many cases of depression, delinquency is on the rise. The students most of the time think it a burden coming to colleges and they are more stressed and burdened than the rest of the people. The students hardly see their teachers as their mentor, they only see their teachers as someone who comes to class, teach the lessons, and give out lessons. Most of the time the teacher also judges the students at faces value they do not see a student as an individual but just as a Student. If a child is naughty or delinquent or perform badly in studies the teacher just tag him/her as a weak student, bad student etc but most of the time teachers also fail to look behind the facade of the delinquent child. We also come across some brilliant students who drop out of Colleges/ universities and though some students have some superior intelligence level, but that does not seem to be enough to ensure success in their life. And at the same time, we can probably describe in some form why we feel this group of a student has not been successful. From the above, we can conclude that there must be certain traits or behaviour which has nothing to do with the traditional concept of intelligence. For a long time; psychologist, Educationist, scientist and others have begun to study why standard intelligence alone is not enough to

predict the performance of an individual. They have realized that there is another type of intelligence that is not related to the standard cognitive intelligence which may be called “Emotional Intelligence”. Many types of research’ and paper has been written on the model, nature of Emotional Intelligence but This paper is an attempt to present the brief overview of how Emotional intelligence can be used as tool for effective teaching and mainly in the context of the teachers/educators teaching at the college level in Nagaland.

Keywords: Emotional Intelligence, technical, students, traits, behaviour

Education and Emotional Intelligence

Education is the apprenticeship of life. In general terms, Education is a sacred means for the positive and constructive transformation of human beings and for the building up of more just and humane society, it is a process of modification of behaviour of an individual in a desirable direction which will bring development in both individual and the society. It also aims to modify and rectify our unwanted behaviour and develop our inner qualities to the maximum. It helps the human being to be a rational being, lead a socially healthy life with others. Education emancipates us from our oddities and infirmities. It is thus a process of sublimation of instincts. Education, therefore, may be visualized as a process of self-realisation and emancipation.

Etymologically the word ‘emotion’ is derived from the Latin word ‘Emovere’ which means to stir up, to agitate or to excite. Emotions play an important role in life and contribute to the personal and social development of an individual. Emotions are the prime motive forces of thought and conduct and their control is very important. It influences all the aspects of an individual’s personality Emotional Intelligence, having high necessity become a basic and complementary part of educational process. So teaching and mastering it (emotional intelligence) has become a necessary task in the educational arena and parents and teachers should also consider mastery of these skills as a priority in the socio-emotional and personal development of their children and pupils. Teaching these skills depends on giving priority to practice, training, and improvement, and not so much on verbal instruction. The main thing is to exercise and practice emotional skills, enabling them to become just one more adaptive response within a person's natural repertoire. The emotional balance of the child is disturbed when they become young adults their emotions are very difficult to catch hold of The

college-going students can be considered as young adults surging between adolescence and adulthood and their emotions is also a mixture of childhood emotions and adults emotions keeping this in mind the Educators should use education to tame and guide them to the right way. Emotions are caught, they are not taught therefore it is very important for the educators also to keep in view their own emotional intelligence while imparting education in order to make the students emotionally equipped and a sound citizen of the society.

Emotional intelligence and College

There are several situations and things in the home and the school which makes a child unhappy rather than happy. It is common to note that youths experience too many unpleasant emotions like anger, fear, and jealousy than positive emotions of affection, joy, and pleasure. Here it may be stressed that it is the experience of positive emotions that help the youngsters to develop a positive outlook on life. However, it is also true that the experience of positive emotions in life is not always possible for everyone. One does come across a number of both pleasant and unpleasant situations. This means that the youth should learn to accept unpleasant emotional experiences in such a way as he does not show undue concern and disturbance. He must learn to adjust himself to such experiences, situations, events, ideas, and persons that cause annoyance. But as far as possible, the home and the school should create more constructive situation in which pleasant experience predominate.

School and colleges today are in dire need of learning Emotional intelligence considerable attention should be paid to how it can be effectively enhanced. While the home is often regarded as the place where the learning of emotional skills begins, the school is generally designated as the prime location for the promotion and further teaching of emotional intelligence. Thus, schools need to rise to the challenge by creating school climates that foster the development and application of emotional skills as well as infusing emotional literacy into the standard curriculum, emotional literacy being the term used by some educators to refer to teachable skills of emotional intelligence. Despite the recognition of the importance of promoting emotional intelligence in schools, there are still a lot more to be done, even colleges in Nagaland have been slow to incorporate emotional literacy into their structure. This might have to do with the tightly packed curricula and a focus on grades and range of academic outcomes in the context of an examination-driven system. In addition, colleges

might be viewed as places to learn academic disciplines rather than social and emotional skills, which are to be learned at home

The teachers/lecturers and education practitioners might raise the question whether Colleges if they include the promotion and teaching of social and emotional skills, could be overlooking their role in teaching academic disciplines. In response to such questions, educators who advocate the promotion of emotional intelligence in schools would argue that through addressing the social and emotional needs of students by introducing emotional literacy in schools, students are more likely to be receptive to academic learning to a greater degree. In designing or developing teaching or training programs, the ability approach to emotional intelligence, with a focus on skill development or knowledge acquisition, as opposed to the enhancement of relevant personality traits, seems to be more clearly connected with education. It is a positive sign that many Schools in Nagaland have now counselor to hear the woes and pleas of the students which is a positive sign even in many colleges around Nagaland, mentoring classes have been started which is a good beginning for Teachers to go beyond the blackboard and create an emotional connection with the students.

Emotional intelligence and Teachers

In the school setting it becomes easier for teachers to be attached to the students understand them and guide them but in a college setting it becomes difficult to form a rapport between the students and the lecturers. Most of the time educability of the intelligence is prevented. In the colleges, most of the time emotional needs of the student are neglected as we consider the college-going student as someone matured who can take care of himself. Most of the time, the teachers are also never careful with words, They without understanding the mindset of the students call them nicknames and slam them for their habits. The weak students are often categorized or left to themselves. It is no secret that the college-going students are mostly neglected but in this era of social networking where the virtual world is taking over the real world, the students are becoming less emotional, equipped with so many information but less knowledge. The teachers should be alert and active and make his/her sole responsibility to guide the students in the right direction. The problems of unemployment are on the rise, the hype for a government job, cracking NPSC the mockery of holding private jobs. The never-ending responsibility of getting good grades, being the topper, the gold

medallist, and so many untold problems are taking a toll on the college going students of Nagaland. Of course, all these matters but not all the students have the same brain, same form or same dream. Every student is wired to become who he wishes to be and every student is special. The age-old habit of separating the good students from the bad should be completely stopped. The teachers should be motivated and recognize the place of emotion in the learning process. Balanced emotional feelings can serve as a tonic and can make the learning an active and exciting experience. The teacher should make the child emotionally involved in his work.

The teacher is the key to success, his every educational thought and his methods if used in a proper way can create gems out of stones. He can help young people get ready to cope well with the full rainbow of emotions that inevitably accompany the vicissitudes of life. Further, Emotional Intelligence is an honourable ambition for any teacher but a hard one to fulfill. The teacher has to play a role model for the students and he must have a well-balanced personality.

(i) Use of Emotion by the teachers

Emotional development is one of the major aspects of the human growth and development so it is a must to be able to use this skill effectively and to be able to generate one's own emotional states as well as those of others in order to establish the appropriate emotional conditions for different types of thinking. Experiencing the right emotions at the right times can improve motivation and energy in the teacher and interest and attention in students. In contrast, certain emotional states experienced in and out of the classroom can be distracting for both students and teachers alike. Sometimes even pretending to listen can lead to positive reinforcement hence, teacher effectiveness lies in the ability to recognize which emotions are best for different situations, to harness emotional energy to facilitate thinking and behaviour, and to generate optimal emotional states for different contexts.

Some examples of ways to influence emotional states in one and the students may include introducing different types of trust building games related to the lessons, Personality test worksheets which are easily available on the internet or for that simple matter calling the students by their names

The primary goals of these activities are to:

(1) Increase awareness of how emotions affect the way we think and behave, and

(2) Develop a set of tools for manipulating the emotions of oneself and also the students in order to affect thinking, behaviour, and especially performance and effectiveness in different domains. This kind of activities can be done inside the class from time to time and it is beneficial for teachers to discuss with each other and their students in order to obtain more ideas and feedback.

(ii) *Understanding of Emotion*

To fully understand oneself and also one's students, the skill of knowing what causes emotions and be able to articulate a full range of emotions when describing how oneself or others may be feeling is very relevant in the teaching profession where constant interaction is because only in interaction lies a continuous interplay of emotions. For instance, a confident student who does not disturb the class can always relate to the teacher and is not embarrassed or shy when corrected or rectified by the teacher however, the same situation could cause feelings of anxiety, frustration, or embarrassment in a shy or less confident student. In noticing the shy student's reaction, the teacher may feel guilty and distracted from the lesson. To transform her own and her student's emotions into something more positive, the teacher may decide to discuss the situation and the associated emotions later with the hurt student. This is just one illustration of how a deeper understanding of emotion and an enhanced emotion vocabulary can impact classroom culture, learning, and achievement. However, the ability to understand the triggers of emotions and to communicate with them is essential the success of all professional and personal relationships. In order to be in touch with one's own emotional intelligence teachers can do some kind of exercise or activity say he/she can write with an emotion they or their colleague has felt recently. They write about the intensity of the emotion, how long it lasted, the events that led up to the emotion, how the emotion progressed (e.g. from annoyance to anger to rage), ended or changed into other emotions, and the events that surrounded the emotion's transformation or departure. Then, they read over what they have written and think about potential causes of the emotion and why they think it changed or went away (see Figure 1 and Figure 2 for a fill-in sheet this activity).

Figure 1. Understanding one's own Emotions (Teachers)

My Environment and its effect on me and my students

EXAMPLE: 1. During the classes after a break, the students are drowsy and tired and it is very difficult to teach the class.

2. Sometimes I m so tired and less enthusiastic to take the class

How I generate moods in myself and also the students

EXAMPLE: I sometimes start my class with an icebreaker, some kind of warm-up activity to generate the mood

ACTIVITY	DESIRED STATE	HOW TO GENERATE?
Meeting with Moasenla to discuss her restlessness inside the class.	Example. Listening to her with a patient, asking some personal questions, showing patience, empathy	Be prepared, prepare before a meeting, not being sarcastic(sometimes teachers overuse sarcasm)

Figure 2

EMOTIONAL PROGRESSION		
Example: Frustration, anger, and guilt		
EVENT SURROUNDING EMOTIONAL TRANSFORMATION		
Example: The students stopped when I threatened them to deduct their marks from the internal test		
POTENTIAL CAUSES OF INITIAL EMOTION		
1. I get frustrated when students sleep, murmur when I'm explaining		
POTENTIAL CAUSES OF EMOTIONAL PROGRESSION		
Frustration turned to anger seeing their attitude, Guilty for deducting their marks Calm because they deserve to be taught the lesson		

The purpose of this activity is for teachers to explore deeply the teacher's own and others'

Emotional experiences in order to: (1) foster a better understanding of the causes of emotions and their progressions, and (2) encourage the use of an advanced emotion vocabulary. The exercise can be repeated periodically with the experience of different types of emotions and situations. It can also be done during or immediately after an emotional experience to facilitate a better understanding of the situation so that it can be dealt with more effectively.

(iii) Management of Emotion

The ability to manage emotions in oneself and others is a valuable skill for teachers. Depending on the situation, actively dealing with or distracting one from one's own or others' emotions may be more appropriate. Regardless, the frequent implementation of emotion-management strategies is a priceless approach to effective classroom management, stress reduction, functional professional and personal relationships, and overall quality of life. For example, teachers who can manage their own and students' emotions while teaching can create a more open and effective teaching and learning environment with fewer distractions. Similarly, those who can control their emotional reactions and effectively influence how others feel can deal better with difficult conversations with parents and administrators to evaluate themselves, teachers can write about a negative emotion they experience at work, what triggers that emotion, the strategies they have used to deal with that emotion, and how effective each strategy has been. Then, they brainstorm about and record other possible strategies they could implement to manage their negative emotions. For example, self-talk, exercise, talking to a friend or colleague, and deep-breathing are often recommended (see Figure 3 for a fill-in sheet for this activity). The goal of this activity is for teachers to:

- (1) Evaluate the effectiveness of their current strategies for emotion regulation, and
- (2) Explore the Emotional Intelligence in the Classroom

EMOTION		
Example: panic attacks, anxiety		
TRIGGER		
Example: Evaluation by governing body, feedbacks from the students		
STRATEGIES WITH DEALING WITH EMOTIONS		
Example: Remind myself of my strengths and trying to achieve the best		
EFFECTIVENESS OF STRATEGIES USED		
Feel somehow less anxious		
OTHER POSSIBLE STRATEGIES		
-plan a lesson I am more comfortable with -be prepared for the evaluation before-hand		

Conclusion

The recognition of the role of emotions in learning and teaching in higher education is long overdue. It does not mean that we have to sacrifice a higher education which values and fosters coherent critical argument, independence of thought and academic rigor but that these aspects can be enriched by infusing them with humanity. The neuroscientist Antonio Damasio's explorations of the workings of the brain lead him to the conclusion that: 'certain aspects of the process of emotion and feeling are indispensable for rationality.' (Damasio 1996: xv). We need to recognize and work with the power of emotions in learning by teaching with emotional intelligence.

Firstly, we can rescue emotional intelligence from being an extra quality that a minority of teachers offer to learners. Instead, it should be recognised as an essential component of what all teachers offer. Secondly, rather than let the use of emotional intelligence just be intuitive, we should be more deliberate in using it, for example in planning. Thirdly, we should give the use of emotional intelligence as much attention as we give to content and methods; we should give it a greater share of our energy.

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EFFECTS OF THE PRINCIPALS' LEADERSHIP STYLE ON STUDENTS DISCIPLINE IN NDARAGWA DIVISION, KENYA

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Abstract

The purpose of this study was to investigate the influence of principals' leadership styles on student discipline in public secondary schools in Ndaragwa Division, Nyandarua North. The study used descriptive survey research design. The target population was principals, teachers and students B.O.M and PTA in public secondary schools in Ndaragwa Division. The sample consisted of 60% of the total population that is 24 schools. Therefore 14 principals, 68 teachers, 280 students, 14 B.O.M and 14 PTA members were considered for the study. To collect data, the researcher used questionnaires and interview schedules. "There were three questionnaires; for the principals, teachers and students and two view schedules for B.O.M and PTA. The data collected was analyzed using both descriptive and inferential statistics. This analysis was accomplished through the use of a computer which utilized the Statistical Packages for the social Science (SPSS) Program. The responses from the five items were tabulated and data organized through frequency tables and percentage based on research questions and were used to generate conclusions and recommendations.

Some of the conclusions made were; shortage of qualified guidance and counseling personnel and lack of support from stakeholders have adversely affected discipline and most principals were inconsistent in formulation and implementation of policies on discipline matters.

The recommendations made included; the ministry of education should hire qualified guidance and counseling personnel and excuse teachers from the role of guidance and counseling. More so, the Ministry of Education should come up with a code of conduct for students in all schools and finally no single leadership style can used to manage schools but mixing the styles depending on the situation is important.

Key words: Leadership, Leadership style, Discipline

Good leadership provides necessary guidance clarity of direction and rewards for effective performance of an organization. Okumbe (1998) pointed out that in any organization human resources are the most important resources it has and therefore, the success of the organization depends entirely on how effectively its workers are managed. According to World Bank report as cited by Standard (2009), school leadership is central in improving the efficiency and quality of schooling as it motivates teachers to work. Since the beginning of the twentieth century, the topic of leadership has been the object of extensive study. Today, there are almost as many different definitions of effective leadership as there are researchers who have studied the concept. In Okumbe, 1998 leadership style refers to a particular behavior applied by the leader to motivate his or her subordinates to achieve the objectives of the organization.

The styles are usually identified as points on a continuum and includes; autocratic, known as authoritative; democratic, also referred to as participative; laissez faire or free-rein; bureaucratic and transactional styles. Discipline is defined as the process of training or controlling, often using a system of punishment, aimed at the causing the recipients to obey rules (Sushila, 2004). According to Kiprop (2007) discipline in school is a function of the administration and therefore the principal as a leader must have a clear policy of what he/she wants for the school to ensure successful management of the school.

Review of related literature

Kibet; Kindiki; Sang & Kitilit (2012) conducted a study on Principal leadership and its impact on student discipline in Kenyan secondary schools: a case of Koibatek district. The study revealed that the principals frequently or sometimes involve other stakeholders, particularly the teachers, students and to some extent parents, in the management of secondary schools at Koibatek District. The study reported that principals used democratic or semi-democratic approaches with both teachers and prefects to handle various pertinent issues and used open communication channels to pass information to the rest of the student body. The study also found a positive relationship between leadership style and student discipline, hence a need to strengthen school leadership.

Margaret (2012) study on influence of principals' leadership styles on students' discipline in public secondary schools in Mukaa District, Kenya. The study revealed that there is a relationship between principals' autocratic leadership style ($t=0.968>0.05$) and students' discipline. The teachers' findings show that, there is no relationship between principals' autocratic leadership style and students' discipline ($t=0.01$ p-value=0.05). On the principals' Laissez-faire leadership style influence on students' discipline in public secondary schools, analysis from the principals revealed that there is a relationship between students' discipline and principals' laissez faire leadership style. The teachers also noted that the principals' laissez faire leadership style had a negative effect on students' discipline. From the students responses it is clear that the principals were, autocratic, democratic and less laissez faire. The students and teachers suggested that guidance and counselling should be strengthened to meet students' needs.

LeithWood and Duke (1999) reviewed literature dealing with leadership in educational administration over approximately the past decade. The results suggest that six major categories of leadership dominate contemporary writing about school leadership. That is, instructional leadership, transformational leadership, moral leadership, participative leadership, contingency leadership and managerial leadership. Instructional leadership typically focuses on behavior of teachers as they engage in activities directly affecting the growth of students. Transformational leadership focuses on the commitment and capacities of the organizational members. The focus of moral leadership is on the values and ethics of leadership. Participative leadership variously called group or shared or teacher leadership stresses the decision making process of the group. The focus of contingency leadership is on how leaders respond to the unique organizational circumstances of the preferences of co-workers, conditions of work and inner tasks to be completed.

A study by Muchiri (1998) showed that of participatory approach on matter related to student discipline tended to increase with the size of school. Thus, small schools appeared to be less democratic on student discipline matters than large schools. These findings however are not consistent with those of Mungai (2001). For instance, their schools, Mungai (2001) found that

small sized school (double streamed) were more likely to involve teachers in decision making than large -sized school (more than two streams).

Leithwood & Doris (2005) reviewed literature on school transformational leadership. They used evidence about transformational forms of leadership in schools provided by 32 empirical studies published between 1996 and 2005 to answer questions about the nature of such leadership, its antecedents, and the variables that both moderate and mediate its effects on students. Results indicate significant, primarily indirect effects of this form of leadership on both student achievement and engagement in school. These effects are mediated by school culture, teachers' commitment and job satisfaction, and a small number of other variables.

Harris (2004) conducted a review on the relationship between distributed leadership and school improvement. Drawing upon empirical evidence from two contemporary studies of successful school leadership and recent studies of school improvement, it explores the extent to which distributed forms of leadership can contribute to school improvement. The article argues that the distributed perspective offers a new and important theoretical lens through which leadership practice in school can be reconfigured and conceptualized. It concludes by suggesting that, while evidence would suggest that distributed forms of leadership can assist capacity building within schools which contributes to school improvement, further research is needed to confirm a relationship between distributed forms of leadership and improved student learning outcomes.

Hallinger & Ronald (1998) reviewed research from 1980-1995 exploring the relationship between principal leadership and student achievement. The general pattern of results drawn from this review supports the belief that principals exercise a measurable, though indirect effect on school effectiveness and student achievement. While this indirect effect is relatively small, it is statistically significant and supports the general belief among educators that principals contribute to school effectiveness and improvement.

Leithwood & Doris (2000) used survey data from an achieved sample of 1,762 teachers and 9,941 students in one large school district to explore the relative effects of transformational leadership practices on selected organizational conditions and student engagement with school.

Results demonstrated strong significant effects of such leadership on organizational conditions, and moderate but still significant total effects on student engagement.

Justification of the study

Like other formal organizations schools are made up of individuals viz teachers, students and auxiliary staff. Besides they have rules and regulations for governing actions of individuals there in. Students discipline points to the observance of school rules by learners which on the opinion of Docking (1982) is crucial to success of the teaching-learning process. These rules according to Griffin (1996) can be categorized in those determining anti-social behavior as indecency, truancy and vandalism, bullying, theft and those aimed at promoting pro-social behavior such as respect for workers and members of the school community.

The issue of students' indiscipline, violence, truancy, disruptive behavior has been a thorny issue of recent in management of education in high schools. The issue of indiscipline has received a wide range of interpretations from different stakeholders. For instance, in some quarters some parents have been blamed for abdicating their role of moral guidance to their children. They have also failed in monitoring their children's behavior patterns and their academic progress.

On the other hand the school managers, viz BOM and PTA have been accused of showing a lukewarm concern for students' welfare especially in boarding schools. They have also been accused of assuming executive powers over the schools they govern thereby usurping the authority of principals and inciting students against school heads (Ngare, 2001). No attempt has been made to establish any causal link between secondary principals' leadership styles and students' discipline in Ndaragwa Division, Nyandarua North. The study seeks to fill this gap.

Purpose of the Study

The study intended to investigate whether the leadership styles used by the principals in Ndaragwa Division have any influence on students discipline from the point of view of principals, teachers, students, B.O. M. and PTA.

Objectives of the Study

1. To investigate whether the principals' leadership styles influence students' discipline in Ndaragwa Division.
2. To investigate ways of improving students discipline in Ndaragwa Division.
3. To investigate the challenges experienced while implementing the various ways of improving discipline.

Research Questions

1. Do the principals' leadership styles affect the way students behave in Ndaragwa Division?
2. What are some of the ways that can be used to improve students' discipline in Ndaragwa Division?
3. What are the challenges experienced while implementing the suggested ways of improving discipline?

Research Design

The study used descriptive survey design. Therefore 14 principals 68 teachers, 280 students, 14 B.O.M and 14 PTA members were considered the study. To collect data, the researcher used questionnaires and interview schedules. There were three questionnaires; for the principals, teachers and students and two interview schedules for B.O.M and PTA.

Findings

Effects of the principals' leadership style on students discipline in Ndaragwa Division.

a) Autocratic leadership style

The teachers felt that when the principal uses autocratic leadership style it promotes discipline. Out of the 68 teachers 25.56% in boarding as well as in day schools were of the opinion that when the principal is very firm on offenders irrespective of the magnitude of the offence makes other students shy off from contradicting the code of regulation. More so, 15.75 % of the teachers in both boarding and day schools felt that if a principal is autocratic he will closely supervise the school as though nobody else is doing it and dominating assembly meetings would make the principal be felt by the students and hence will avoid instances of being confronted by him.

On the contrary, autocratic leadership style encourages indiscipline. This is so because 6.94% of the parents in boarding schools said that when the principal is too demanding students tend to rebel. On the same note, 4.71 % of the parents in boarding and day schools felt that when the principal concentrates on the tasks and fails to attend to the welfare of the teachers, they became demotivated and hence do not mind about what happens beyond the class. An autocratic principal will encourage indiscipline when he fails to listen and wait for the reaction of the students 20.50% of the B.O.M. in boarding schools confirmed this.

b) Democratic leadership style

Principals who used democratic leadership style promoted discipline by involving all the stakeholders and supporting their decision. This makes everyone feel he/she is part and parcel of the school and would not let anything go wrong. When the students are aware that stakeholders for example B.O.M. PTA, educationists are concern about their behavior and can take stern measures on them they tend to behave well. Of the 14 PTA members in boarding and days schools, 41.67% were of the idea that a democratic leader promotes discipline because he/she encourages guidance and counseling. This helps unravel the core reason why a student misbehaves and as a result help prevent many more problems.

When the principal is democratic he/she interacts with the students closely and listens to them. In so doing chances of students projecting by engaging in negative behaviors are reduced. This was confirmed by 12% of the teachers in boarding and day schools. On the contrary when the principal is democratic he delays in decision making because he has to consult several parties in so doing the case worsens before it is solved 33.33% of the PTA in boarding schools said so. For example, a student may be a danger to the school but the principal has to summon the B.O.M and wait for response from the Ministry of Education before he/she suspends the student.

c) Laissez faire leadership style

When a principal uses laissez faire-leadership style he does not closely supervise the school activities, the students get a chance of engaging in other anti-social behaviors for example smoking, pairing, noise-making, truancy and so forth. On the same note, the teachers felt if the principal is less concerned they also tend to ignore what is happening in the school, 12.50% of the B.O.G in boarding and day schools expressed the same opinion.

Also 33.33% of the PTA in both boarding and day schools said that the fact that the laissez faire principal was inconsistent with policy formulation and implementation on discipline matters created a loophole for student to misbehave. Student perceived there is no defined way of behaving and justice is not meted when administering punishment and consequently they become resentful to the teachers, the principal and fellow students.

Ways of improving students discipline in Ndaragwa Division

Of the principals involved in the study, 42.1% of principals in both boarding and day schools suggested that giving punishments that are commensurate with the mistake done was the most appropriate way of improving discipline. That means, if a student avoids schools uniforms he/she should have his/her civilian clothes confiscated. In addition, 12% of principals in boarding and day schools still felt strengthening guidance and counseling would help.

This would be done through open forums such as academic consultations, formation of families, introducing a suggestion box and employing qualified guidance and counseling personnel. More so, 10.53 % of principals in boarding schools were of the idea that if the security was improved by employing qualified security personnel and providing social services in the schools to ensure no student goes out of the school apart from during unavoidable circumstances and forming discipline committee vigilance. Finally 7.89 % of principals in both boarding and day schools responded by saying that if parents were involved in discipline matters this would improve it.

The teachers in boarding and day schools concurred with the principals that strengthening guidance and counseling was very crucial as it took the lead with 49.57 %. Also 23.93 % of

teachers in boarding and day schools suggested that all stakeholders should be involved and 9.40 % of the teachers in day schools felt that corporal punishment should be re-introduced. More so 8.55 % of teachers in boarding and day schools suggested that a culture of zero tolerance to indiscipline should be cultivated.

Similarly, 11.54 % of teachers in day schools were of the idea that improving infrastructures and encouraging hard work in the school would help improve discipline. Finally, 3.42 % of the teachers in day schools specified that strengthening the prefecture would help curb indiscipline in Ndaragwa division. This would be done by implementing the decision they make and ensuring they are role models to other students.

Challenges faced while implementing various strategies to curb indiscipline.

Majority of principals in boarding and day schools that is 34.38 % felt that lack of support from parents was a major hitch followed by lack of cooperation from students that took 25.0 %. Many students were arrogant and rarely take heed to teachers' advice. On top of that, 21.87 % of the principals in boarding and day schools were of the idea that the school did not have enough and qualified manpower especially in guidance and counseling. Then 12.50 % of principals in day schools said that lack of teamwork in the school. Finally 6.25 % of the principals in boarding schools claimed that there was no easy way of eradicating drugs in the schools.

Conclusion and Recommendations

The study reveals that the leadership behavior of the principal affects the discipline of the students from the perspective of the teachers, B.O.M, PTA & students. To improve the discipline of students consultative approaches were suggested such as dialogue, guidance and counselling, fairness in decision making and preventive approaches such as improving infrastructural facilities. The fact that most of the parents were not supportive in disciplining their sons and daughters and lack of teamwork in schools were advanced as some of the challenges faced in dealing with indiscipline in schools.

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