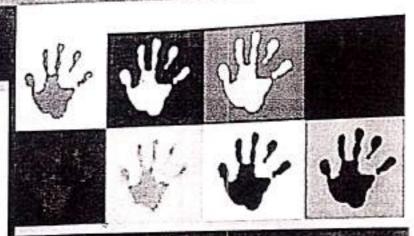
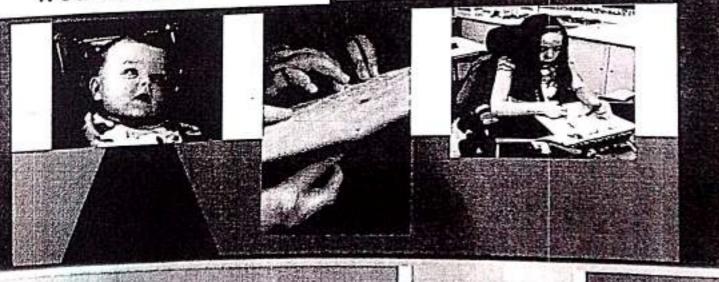


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ටු පිට්ටුලා - නවස්රාර Introduction to Disabilities

Dr. Chandrakala K. Srinivas Reddy Dr. P. Venkatachary V. Janakiram





Introduction to Disabilities

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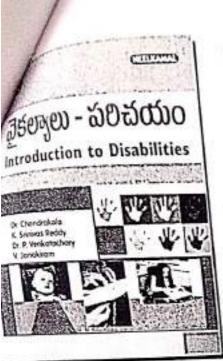


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పుస్తకం గురించి

"చైకల్యాలు – పరిచయం" అనే ఈ పుస్తకం మొదటిసారిగా తెలుగులో ఎం.ఎడ్., బి.ఎడ్ మరియు డి.ఇల్.ఎడ్ (పత్యేక ఉపాధ్యాయ శిక్షణ పొందుతున్న ఛాత్రాపాధ్యాయుల కోసం వారి సిలబస్ ననుసరించి రూపొందించబడింది. ఈ పుస్తకం వైకల్యం గల పిల్లల తల్లితండ్రులకు మరియు సమగ్ర శిక్షా అభియాస్ నందు పనిచేయుచున్న ఉపాధ్యాయులకు చాలా ఉపయోగకరం. దీనిలో వైకల్యం – పరిచయాలు, సమగ్ర శిక్షా అభియాస్, వికలాంగత్వ నిర్వచనాలు, కారణాలు, నివారణ, (పత్యేక ఆవసరాలుగల పిల్లల విద్యావసరాలు, (పత్యేక అవసరాలుగల పిల్లల విద్యావసరాలు, (పత్యేక అవసరాలు గల పిల్లల రకాలు, సత్వర వైకల్య గుర్తింపు మరియు (పమేయ కార్యక్రమాలు, వికలాంగ విభాగంలో మానవ వనరుల ఆవశ్యకత, భావన, జాతీయ సంస్థల పాత్ర, వివిధ చట్టాలు మరియు వివిధ రకాల నిర్దిష్ట వైకల్యాలు మొదలగు అంశాలను చేర్చడం జరిగింది. పిల్లల కోసం అమలులో ఉన్న కార్యక్రమాలను ముఖ్యంగా, (పత్యేక ఉపాధ్యాయుల భాగస్వామ్య ఆవశ్యకతను దృష్టిలో ఉంచుకొని "(పత్యేక మరియు సహిత విద్య" తో అందరికి విద్యను ఆందించుటకు (పస్తుత పాఠ్యపుస్తకాన్ని రూపొందించటం జరిగింది.

రచయితల గురించి

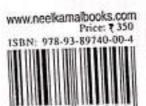
దాగ చంద్రకళ, వీరు డాక్టర్ బి.ఆర్. అంబేడ్కర్ సార్వత్రిక విశ్వవిద్యాలయము నందు విద్యా విభాగంలో అసిస్టెంట్ (పోఫెసర్గా విధులు నిర్వహిస్తున్నారు. 2012వ సంజలో "ఉమ్మడి ఆంధ్రప్రదేశ్ రాష్ట్రంలోని ఆటిజంగల పిల్లల బడులలో అందుబాటులోగల విద్యావసతులపై విమర్శనాత్మక విశ్లేషణ" అనే అంశంపై ఉస్మానియా విశ్వవిద్యాలయం నుండి పిహెచ్.డి. పట్నమ పొందారు. అనేక జాతీయ పదస్సులు, సమావేశాలలో పాల్గొన్నారు. బి.ఎడ్. (స్రత్యేక విద్యమ అభ్యసించే వారికి సొంపుకశాస్త్ర బోధనా పద్ధతులు అనే పుస్తకాన్ని ఆంగ్లంలో రచించి తెలుగులోకి అనువాదం చేశారు మరియు 'గిరిపుత్రుల విద్యపై బంజారా సంస్కృతి (పభావం' అనే మరొక పుస్తకాన్ని రచించారు.

కడుకుంట్ల త్రీనివాస్ రెడ్డి, ఏరు స్థుత్యేక అవసరాలుగల పిల్లల బోధనకు సంబంధించి IGNOU విశ్వవిద్యాలయం నుండి మాస్టర్ ఆఫ్ స్పెషల్ ఎడ్యుకేషన్, విజావల్ ఇంపెయిర్మెంట్ కోర్బును పూర్తి చేసి స్థస్తుతం దృష్టిలో పంగల పిల్లలకు సంబంధించిన ఉద్యోగాలలో సహాయపడే సాంకేతిక పరిజ్ఞానం పాత్ర గురించి పిహెచ్.డి. ఎడ్యుకేషన్ చేస్తున్నారు. దృష్టిలోపం మరియు ఇతర వైకల్యంగల పిల్లలకు బోధించే ఉపాధ్యాయుల కోసం దాదాపుగా 10 పుస్తకాల రచనలో పాల్గొన్నారు. అలాగే 'Handbook for Vision Teachers' ఆనే పుస్తకాన్ని రాశారు. పేరు స్థస్తుతం సీకిం(దాబాద్లలోని కేం(ద స్థభుత్వ సంస్థ అయిన నేషనల్ ఇస్టేస్టిట్యూట్ ఫర్ ది ఎంపవర్మెంట్ ఆఫ్ పర్సన్స్ విత్ విజువల్ డిజెబిలిటీస్ (NIEPVD) వారి అంధుల ఉపాధ్యాయ శిక్షణ కళాశాల (TCTVH) నెందు ఉపన్యాసకుడిగా పనిచేస్తున్నారు.

దాగి వసుమారి డెంటాచారి, వీరు స్రస్తుతం గోకుల్ కాలేజ్ ఆఫ్ ఎడ్యుకేషన్, నల్లగొండ నందు స్థానాచార్యులుగా పనిచేస్తున్నారు. సర్వశిక్షా అభియావ్ రాష్ట్ర కార్యాలయంలో పెడగాజీ అధికారిగా పనిచేశారు. వీరు కే. సుధాకర్రావు గారి ఆధ్వర్యంలో "సార్వత్రిక విద్యా సాధనలో బాలికల విద్యపై DPEP స్థానము" అను అంశంపై 2017 సంజలో ఉప్మానియా విశ్వవిద్యాలయము నుండి డాక్టరేట్ పొందారు.

వరయూరు జానకిరామ్, వీరు సంస్థాన్ నారాయణ్పూర్ (ప్రభుత్వ బాలుర పాఠశాల యందు ఉపాధ్యాయుడిగా పనిచేస్తున్నారు. గతంలో దేవనార్ అంధుల పాఠశాల (ప్రధానోపాధ్యాయుడిగా పనిచేశారు. అంతేకాకుండా డాక్టర్, బి.ఆర్. ఆంబేడ్కర్ సార్వత్రిక విశ్వవిద్యాలయ బి.ఎడ్ (పత్యేక విద్యకు సంబంధించిన పుస్తక రచవలో మరియు తెలుగు అనువాదంలో పాల్గొన్నారు.





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EDUCATION FOR STUDENTS WITH AUTISM

A Critical Analysis of the Educational Provisions

Dr. Chandrakala

Assistant Professor Department of Education Dr.B.R.Ambedkar Open University Hyderabad-5000033

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TRIBAL EDUCATION AND DEVELOPMENT

Dr. Chandrakala

Assistant Professor, Department of Education Dr. B. R. Ambedkar Open University Hyderabad-500033

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Dr. K. Chandrakala

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Associate Professor, HOD I/c Department of Education, Dr. B. R. Ambedkar Open University, Hyderabad

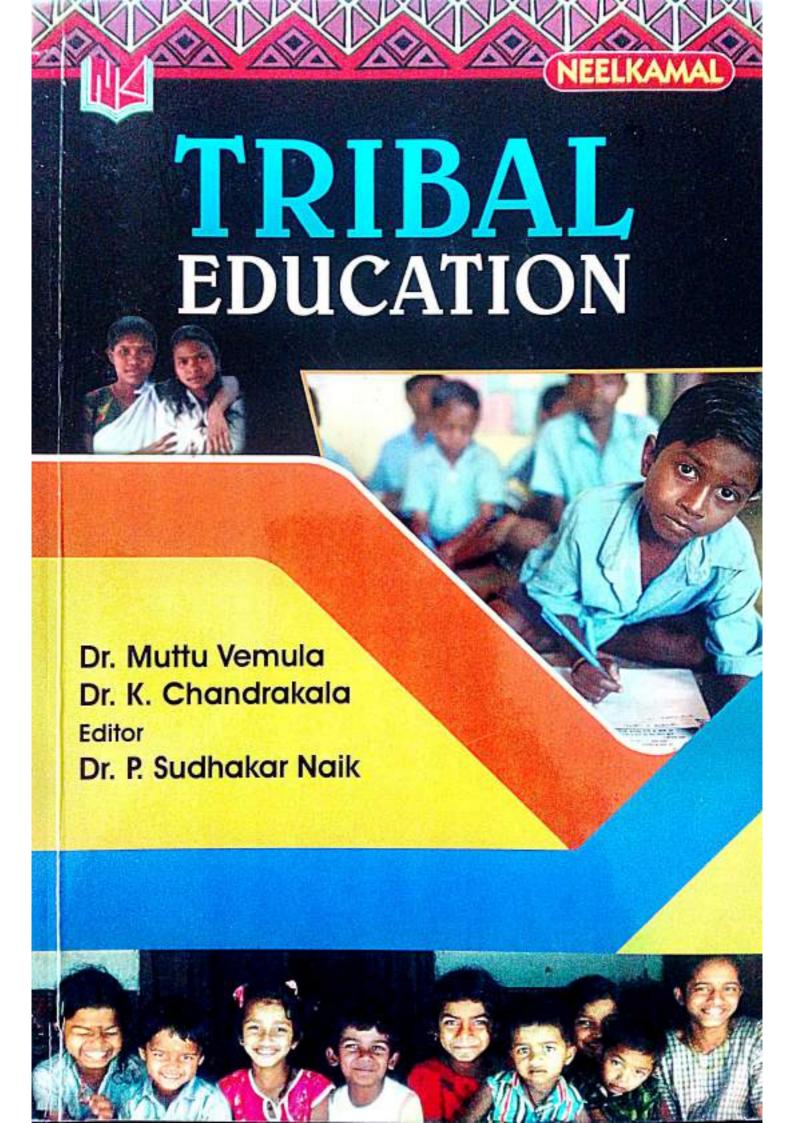
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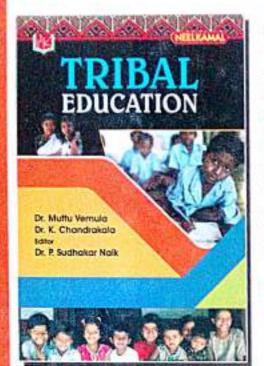
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The present book "Tribal Education" deals with the present status of tribal education, problems and issues and initiatives for tribal educational development. It emphasizes on Introduction to Tribes, Tribal Education in India, Initiatives for Development of Tribal Education in India, Education of Tribal Women and their Empowerment. All these chapters are helpful to analyse the education system for tribes on par with general population. This book is most useful for the students of education, researchers and teacher's who are interested to know about the tribal education.

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Dr. Muttu Vemula, presently working as Assistant Professor, Department of Education, Mizoram University (A Central University) Aizawl. He served 4 years as an Academic Associate in Department of Education, Dr.B.R. Ambedkar Open University, Hyderabad, worked 2 years as a lecturer in MNR PG College of Education (M.Ed), Sanga Reddy. He has published 20 articles in national and international journals of repute and also presented more than 10 papers both at national and international conferences.

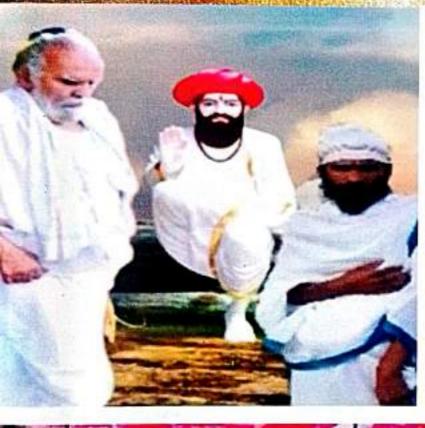
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बंधारा संस्कृति संत वाणी और दार्शनिक विकास

प्रो.चंद्रकला के







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Prof. Chandrakala K, Professor of Education, has acquired the following qualification: B.Ed. (Spl.Edu-Hearing Impairment), M. A (Pub.Admn), M. A (Philosophy), M. A (Pol. Sci.), M.Ed. M.Phil (Edu), Ph.D (Education), UGC-NET- New Delhi - 2007 (Edu.).

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Prof. Chandrakala, published 29 Research papers in National and International Journals and presented 24 Research papers in National Seminars, participated in 11 National Conferences and 26 National Workshops. Prof. Chandrakala, K. Authored several books some of them are *GiriputrulaVidyapai Banjara Sanskruti, Prabhavam, *Education for students with Autism *Introduction to Disabilities, *Tribal Education and Development, *Education for children with Hearing Impairment, *Banjara SanskruthiVidhyabhivruddi, *Tribal Education.

Prof. Chandrakala, wrote and Translated Self Learning Material of B.Ed (Spl Edu Programme of Dr.BRAOU. She acted as a B.Ed (Spl Edu) Programme Coordinator in the Department of Education, Dr.BRAOU. She is a Member of South Zonal Coordination Committee (ZCC), Rehabilitation Council of India, New Delhi. She is also a Member of B.Ed. (Spl Edu Curriculum Frame work Committee, Member of Board of Studies, Dr.BRAOU,

Her contribution in the field of Special Education, Tribal Education and Society in General is immense and to recognize her valuable services, Prof. Chandrakala, K received severa awards such as Best Teacher Award from Honourable Governor of Telangana State in Specia Education field at Raj Bhavan, Hyderabad. Best Service Award, Ugadi Puruskaar from All India Working Journalists Association and KKR Broad Casting Media House Pvt Ltd, Garuda Jatheeya Puraskaram Award, Adarsha Kala Nilayam, Hyderabad.



නලඍලා సంస్కృతి නිద్యాభివృద్ధి

බෑ. සරසුජ භ









About The Author



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Dr. K. Chandrakala









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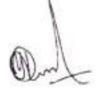
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A Study on Interpersonal Relationships of Adolescent Students in Relation to Gender and Social Category in Rangareddy District

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Abstract

Adolescence is a crucial stage of human development characterized by rapid emotional, cognitive, and social changes. During this period, interpersonal relationships play a vital role in shaping students' identity, emotional well-being, and academic engagement. This study investigates the interpersonal relationships of adolescent students in Rangareddy district, Telangana, with specific reference to gender and social category (SC/ST/BC/OC). A sample of 200 Intermediate students was selected using stratified random sampling. The study employed a descriptive survey method, and data were analyzed using t-tests and one-way ANOVA to test two hypotheses. The results revealed no statistically significant difference in intrapersonal awareness between boys and girls. Similarly, although variations were observed in the mean interpersonal relationship scores across social categories, the differences were not statistically significant. These findings suggest that gender and social category may not have a substantial direct influence on adolescents' interpersonal competencies in the given context. The study highlights the importance of fostering inclusive and supportive school environments that nurture positive peer relationships across all social strata. Implications for educators, counselors, and policy-makers are discussed, and directions for further research are proposed.

Keywords: Adolescents, Interpersonal Relationships, Gender, Social Category.

1. Introduction

Adolescence is a critical developmental stage marked by significant physical, emotional, and social changes. It is during this transitional phase that individuals begin to form and navigate complex interpersonal relationships beyond the confines of family. These relationships encompassing friendships, peer interactions, and connections with teachers and other adults play a crucial role in shaping adolescents' identity, emotional well-being, academic motivation, and social adjustment.

The quality and nature of interpersonal relationships among adolescents are influenced by a variety of factors, including gender, social background, cultural norms, and environmental settings. Gender differences, for instance, often manifest in the way adolescents perceive, express, and maintain their relationships. Girls are typically observed to emphasize emotional intimacy and verbal expression in their friendships, while boys may prioritize shared activities and group affiliations. Similarly, social categories such as caste, socioeconomic status, and community background can influence access to social resources, peer acceptance, and the quality of social interactions. In a diverse and stratified society like India, these social

Rangareddy district, located in the state of Telangana, presents a unique socio-cultural landscape characterized by a blend of rural and urban populations, varying socioeconomic conditions, and diverse community structures. The educational institutions in the district reflect this diversity, offering an ideal setting to examine how gender and social category affect the interpersonal relationships of school-going adolescents.

dimensions play a profound role in adolescents' relational experiences.

This study aims to explore the interpersonal relationships of adolescent students in Rangareddy district, focusing particularly on how these relationships vary across gender and social categories. By doing so, it seeks to contribute to the growing body of educational and

psychological research that highlights the importance of understanding students' social worlds as a means to promote inclusive and supportive school environments.

2. Review of Related Literature

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Adolescence is widely recognized as a pivotal stage in human development, characterized by intense emotional, psychological, and social transitions. One of the most significant aspects of this period is the formation and development of interpersonal relationships. These relationships especially with peers play a crucial role in shaping adolescents' identity, emotional adjustment, academic achievement, and future social competence (Steinberg, 2014). As adolescents seek independence from their families, peer interactions become increasingly central to their social world, influencing not only their behavior but also their self-concept and decision-making abilities (Brown & Larson, 2009). Research has consistently shown that gender plays a vital role in shaping interpersonal relationship patterns among adolescents. Girls tend to emphasize emotional closeness, empathy, and verbal communication in their friendships, whereas boys often value shared activities, competitiveness, and group-based affiliations (Rose & Rudolph, 2006; Maccoby, 1998). These gendered differences in relational styles reflect broader socialization processes that begin in early childhood and become more pronounced during adolescence.

Moreover, the role of social category encompassing factors such as caste, class, and community background is particularly significant in the Indian context. India's deeply entrenched socio-cultural structures often influence students' access to peer networks, their participation in group activities, and the nature of their social interactions in educational settings (Desai et al., 2010). Students from marginalized or disadvantaged social categories may experience social exclusion, discrimination, or limited opportunities for meaningful peer engagement, which in turn affects their psychological well-being and academic engagement

(Srinivas, 2003; Ramachandran, 2019). Several empirical studies have investigated the influence of social background on adolescents' interpersonal experiences. For instance, Kumar and Gupta (2015) found that students from higher socioeconomic strata reported more positive and supportive peer relationships compared to their counterparts from economically disadvantaged groups. Similarly, research by Rani and Kaur (2018) suggested that caste-based divisions in schools often translate into informal social segregation, which can limit the formation of cross-group friendships and mutual trust among students.

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In the Indian educational landscape, school environments are not only learning spaces but also social arenas where adolescent identities are shaped and negotiated. The teacher-student relationship, peer acceptance, and group affiliations are all influenced by socio-cultural factors such as gender norms and caste identities (Bhatty, 2006). Additionally, the intersectionality of gender and social category creates layered experiences for adolescents; for example, girls from marginalized communities may face dual challenges related to both gender discrimination and caste-based exclusion (Rege, 1998). Despite the significance of this issue, there remains a gap in localized and context-specific studies that explore how gender and social category together shape adolescents' interpersonal relationships, especially in semi-urban and rural districts like Rangareddy. Most existing research tends to generalize findings across broader national contexts without acknowledging regional diversities. Thus, there is a pressing need to undertake district-level investigations to understand the nuanced interpersonal dynamics experienced by adolescents in diverse socio-cultural settings.

This study seeks to fill that gap by exploring how interpersonal relationships among adolescent students in Rangareddy district vary with respect to gender and social category. In doing so, it builds upon a growing body of literature that recognizes the importance of

relational experiences in the overall development and educational success of adolescents (Wentzel, 2010; Crosnoe, 2011).

3. Need and Significance of the Study

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Adolescence is a critical developmental period marked by significant shifts in social awareness, identity formation, and emotional sensitivity. During this time, peer relationships become central to an adolescent's psychological and social development, profoundly influencing academic motivation, school engagement, emotional well-being, self-esteem, and behavioral patterns. Consequently, understanding the nature and quality of these relationships is essential for fostering healthy adolescent development and creating supportive educational environments.

In India's diverse and stratified society, adolescent interpersonal relationships are often shaped by socio-cultural factors such as gender roles, caste identities, and socioeconomic status. Despite policy interventions promoting inclusivity, students from marginalized social categories (e.g., Scheduled Castes, Scheduled Tribes, Other Backward Classes) may still encounter social exclusion or discriminatory treatment in schools. Similarly, traditional gender norms can influence peer interactions, leading to varied patterns of socialization and emotional expression.

Rangareddy district in Telangana, a microcosm of India's socio-cultural diversity, serves students from various backgrounds. However, empirical research on how these demographic variables influence adolescent interpersonal relationships in this specific region remains limited. Investigating these dynamics at a local level is crucial for developing context-specific educational policies and psychosocial interventions.

This study addresses a significant research gap by providing district-specific insights into the interplay of gender and social category in shaping interpersonal relationships among school students in semi-urban and rural areas like Rangareddy. The findings will offer valuable educational and psychological insights for educators, counselors, and policymakers, informing student-centric support systems. By highlighting disparities, the study aims to contribute to strategies promoting social cohesion, peer inclusivity, and emotional safety in schools, thereby empowering teachers and school leaders to foster mutual respect and collaboration among diverse student groups. Furthermore, its outcomes will serve as a foundational reference for future research in adolescent psychology, educational sociology, and inclusive pedagogy, particularly within the Indian context. This timely study, by examining interpersonal relationships through the dual lens of gender and social category, enhances our understanding of adolescent experiences and supports the broader goal of building equitable and inclusive educational environments.

4. Objectives of the Study

- 1. To analyze the differences in interpersonal relationships among adolescent students across gender and social categories.
- To assess the interpersonal communication and conflict management skills of Intermediate students.

5. Hypotheses of the Study

- 1. There is a significant difference in intrapersonal awareness between male and female students.
- 2. There is a significant difference in interpersonal relationship scores among students belonging to different social categories (SC/ST/BC/OC).

6. Methodology

The study adopted a descriptive survey design to investigate interpersonal relationships among adolescent Intermediate students in relation to gender and social category. A total of 200 students were selected using stratified random sampling from government and private junior colleges in urban and rural areas of Rangareddy District, Telangana. This approach ensured adequate representation across institutional types, locations, and demographic subgroups.

A self-developed questionnaire was used as the primary tool for data collection in this study. It was specifically designed to assess the psychological dimensions of adolescent students' emotional and relational competencies in the context of Intermediate education.

The tool comprised 52 items covering three major dimensions:

- 1. Intrapersonal Awareness and Emotional Regulation
- 2. Help-Seeking and Support Utilization
- 3. Interpersonal Communication and Conflict Management

Each item was rated on a three-point Likert scale (Disagree, Neutral, Agree), capturing students' agreement with statements related to emotional self-awareness, communication behavior, and support-seeking tendencies.

The tool was validated through expert review and piloted for clarity, consistency, and relevance to the adolescent demographic. It demonstrated acceptable reliability and internal consistency, making it suitable for measuring the target constructs among Intermediate students.

Hypothesis-1: There is a significant difference in intrapersonal awareness between boys and girls.

To test the above hypothesis t-test has been employed.

Table.1. Showing Gender-wise Comparison of Intrapersonal Skills among Intermediate

Students

Gender	N	Mean	Std. Deviation	Std. Error	t	df	Sig. (2-tailed)	Mean Difference	95% CI of the	
				Mean					Difference	
Boys	144	46.87	5.44	0.45	0.766	194	0.444	0.695	[-1.09,	
Girls	56	46.17	6.06	0.84					2.48]	

The above table presents a comparison of intrapersonal skills between boys and girls using an independent samples t-test. The mean score for boys (M = 46.87, SD = 5.44) was slightly higher than that of girls (M = 46.17, SD = 6.06). However, the difference in mean scores is not statistically significant. The t-value obtained was 0.766 with 194 degrees of freedom, and the corresponding p-value (Sig. 2-tailed) was 0.444, which is greater than the alpha level of 0.05. This suggests that there is no significant difference in intrapersonal skills between boys and girls in the sample. Additionally, the 95% confidence interval for the mean difference ranges from -1.09 to 2.48, indicating that the observed difference could be due to sampling variability.

There is no statistically significant gender difference in the intrapersonal skills of Intermediate students. This implies that both boys and girls in the study sample possess comparable levels of emotional self-awareness and regulation.

Hypothesis-2: There is a significant difference in intrapersonal and interpersonal scores across social categories (SC/ST/BC/OC).

To test the above hypothesis one way ANOVA has been employed.

Table.2. Showing comparison of Students' Intrapersonal and Interpersonal Relationships by Category

Category	N	Mean	Std. Deviation	F Value	Sig. (p)	df
SC	113	111.99	8.5319	2.152	.095	3,196
ST	9	119.66	15.9295			
BC	69	113.10	8.8236			
OC	9	110.00	15.0249			
Total	200	112.63	9.4716			

The table presents the mean scores of intrapersonal and interpersonal relationships among students across different social categories Scheduled Castes (SC), Scheduled Tribes (ST), Backward Classes (BC), and Other Castes (OC). The highest mean score was observed among ST students (M = 119.66), followed by BC (M = 113.10) and SC (M = 111.99). The OC group had the lowest average score (M = 110.00). Despite these observed differences in mean values, the ANOVA test yielded an F-value of 2.152 with a p-value of 0.095, which is not statistically significant at the conventional 0.05 level. This result suggests that the differences in intrapersonal and interpersonal relationship scores among the four caste categories are not statistically meaningful and could be due to chance or sample variability. The variation within groups appears to be larger than the variation between groups.

However, the p-value is approaching significance and may indicate a trend, particularly considering the small group sizes for ST and OC (n = 9 each), which might limit statistical power.

7. Discussion

The findings of the present study aimed to examine interpersonal relationships among adolescent students in relation to gender and social category in Rangareddy district. Two hypotheses were tested using inferential statistics, namely the independent samples t-test and one-way ANOVA.

The first hypothesis, which postulated a significant difference in intrapersonal awareness between boys and girls, was not supported by the data. Though boys (M = 46.87) had a slightly higher mean score than girls (M = 46.17), the difference was statistically insignificant (t = 0.766, p = 0.444). This finding suggests that gender does not play a defining role in shaping intrapersonal awareness a key component of interpersonal relationships—among

Intermediate students in this sample. This result aligns with recent shifts in adolescent development literature, which suggest that emotional self-awareness and regulation are becoming more equally distributed among genders due to changes in parenting practices, educational exposure, and social conditioning (Steinberg, 2014; Rose & Rudolph, 2006).

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The second hypothesis examined whether interpersonal and intrapersonal scores differed significantly across social categories (SC/ST/BC/OC). Although some variation in mean scores was observed particularly with Scheduled Tribe (ST) students scoring higher (M = 119.66) than other groups the one-way ANOVA yielded an F-value of 2.152 with a p-value of 0.095, indicating no statistically significant difference. This result suggests that social category, as defined in this study, does not significantly influence interpersonal relationship skills among adolescents in the selected sample.

However, it is worth noting that the p-value approached significance, and the small sample size for certain groups (e.g., ST and OC) may have limited the statistical power of the analysis. This highlights a potential area for further investigation with larger and more balanced group sizes. It is possible that social category exerts a more subtle or indirect influence on adolescents' relational development potentially mediated by school culture, teacher support, and peer norms that may not be easily captured through quantitative comparison alone.

These findings challenge some traditional assumptions that caste and gender uniformly dictate interpersonal dynamics during adolescence. Instead, the results hint at a gradual normalization or convergence in emotional and social competencies among students from diverse backgrounds, possibly due to increased access to education, digital media, and inclusive school environments in semi-urban areas like Rangareddy.

8. Conclusion

This study sought to explore how gender and social category influence the interpersonal relationships of adolescent students in Rangareddy district. The results revealed no significant gender differences in intrapersonal awareness and no statistically significant variation in interpersonal relationship scores across social categories. These findings underscore the evolving nature of adolescent development in India, particularly in educational settings that foster equality and social integration.

The study contributes to the limited body of localized research on adolescent interpersonal relationships and provides valuable insights for educators, school counselors, and policymakers. It reinforces the importance of focusing on individual emotional competencies and school climate rather than relying solely on demographic categories when designing interventions to support adolescent well-being.

Nonetheless, future studies should consider using qualitative methods or mixed-methods designs to capture the nuanced and culturally embedded experiences of adolescents, particularly those from marginalized groups. Expanding the sample size and including more balanced representation from each social category could also yield more definitive conclusions.

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AWARENESS OF TEACHING STRATEGIES FOR INCLUSIVE SCHOOLS - A STUDY

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Abstract: Inclusion is the hallmark of the 21st Century. Inclusive education explores evidence-based strategies to support diverse learners, including specific changes in curriculum, pedagogy and assessment practices. It addresses the needs of children with physical, sensory and intellectual disabilities, as well as those with complex learning problems. The chief purport of the current article is to delineate level of the awareness of teachers using various strategies for children under inclusion with special reference to gender, qualifications and management. A sample of 199 Regular Teachers as well as Resource Teachers were selected under Inclusive settings in Rangareddy and Hyderabad districts of the State of Telangana, employing simple random sampling technique. A self-developed tool which consists of 15 statements reflecting on peer-tutoring; Self-instruction; co-teaching and Direct instruction strategies was used to elicit the required information. No significant difference was found between awareness of teachers in using various strategies with special reference to their gender and management, while, a significant difference was indicated with reference to qualifications. Educational implications were drawn based on the findings and recommendations for further research was also depicted.

Index Terms – Awareness; Inclusive education; peer-tutoring; co-teaching; self-instruction; direct teaching

I. Introduction

Inclusion is the hallmark of the 21st Century. In recent years inclusion and inclusive education has become one of the most highlighted and discussed issue in education. Inclusive education is generally considered to be a multi-dimensional concept that includes the celebration and valuing of difference and diversity, consideration of human rights, social justice and equity issues, as well as of a social model of disability and a socio-political model of education. It also encompasses the process of school transformation and a focus on children's entitlement and access to education (Kozleski et al., 2011; Loreman et al., 2011; Mitchell, 2005; Slee, 2011; Smith, 2010; Topping, 2012). Globally, in the field of special education there was a paradigm shift to promote the inclusion for children with special needs in academic, vocational and social aspects. The idea of Inclusive Education was given impetus by two conferences set up under the support of United Nations. The first of these, held in Jomtein, Thailand in 1990, promoted the idea of 'education for all', this was followed in 1994 by a UNESCO conference in Salamanca, Spain, which led to a Statement that is being used in many countries to review their education policies. The Salamanca Statement proposes that the development of schools with an 'inclusive' orientation is the most effective means of improving the efficiency and ultimately the cost-effectiveness of the entire education system. Inclusion is a collaborative process among students, parents, and educators which enables students with and without disabilities to learn together in the same class to the greatest extent possible utilizing appropriate support services (Holmberg, 2016). According to Booth et al.(2000) opined Inclusive education as the processes of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools. Inclusion gears towards restructuring of the cultures, policies and practices in schools so that they respond to the diversity of students in their communities. Inclusion is concerned with the learning and participation of all students, not only those with impairments or those who are categorized as having 'special educational needs'.

It is said that awareness is the first step to create a positive attitude. In common parlance awareness is the state of being conscious of something. Teaching requires substantial amount of the knowledge, skills and competencies pertaining to content, classroom management, teaching approaches and practices utilized during the teaching in their educational settings. As children experience

schooling more often through guidance from teachers, the biggest role in children's academic and social success empowered by teacher.

Teaching strategies are best practices in education that work in a range of classroom environments. Most teachers use multiple strategies to keep their students engaged throughout the school year and test their knowledge more comprehensively. Others may use only one or two strategies to guide their lesson plans and ensure that each student understands the information provided. What works well for one class may not be best for the next class. The best approach to teaching strategies is to customize them to meet students' needs. Effective teaching strategies are the methods, procedures, or various processes that an educator uses during classroom instruction. To mention a few:

i) Peer-tutoring

Peer tutoring is an effective educational strategy for classrooms of diverse learners because it promotes academic gains as well as social enhancement. This technique is an effective way for students to teach and practice what they have learned to solidify their understanding, while gaining more one-on-one discussion and attention (Aboud,2006).

ii) Co-teaching

Co-teaching may be defined as the partnering of a general education teacher and a special education teacher or another specialist for the purpose of jointly delivering instruction to a diverse group of students, including those with disabilities or other special needs, in a general education setting and in a way that flexibly and deliberately meets their learning needs (Friend, 2008).

iii) Self-monitoring

Self-monitoring is a well-researched self-management intervention that has been found to be successful with students of all ability levels (Briesch & Chafouleas, 2009; Graham-Day, Gardner, & Hsin, 2010; Sheffield & Waller, 2010). It is considered by many to be easily implemented and applied across content areas. Self-monitoring involves observing one's own behavior and recording it (Mace, Belfiore, & Hutchinson, 2001).

iv) Direct Instruction

In general usage, the term direct instruction refers to (1) instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are "directing" the instructional process or instruction is being "directed" at students.

The most important responsibility of the proper function of inclusive depends upon the involvement and cooperation of teachers, parents, and community leaders. To the successful implementation of inclusive education, a positive awareness is required. It may be of society, peers, parents of the children, teachers, administrator's etc. the most important for the successful implementation of an inclusive approach in the classroom depends upon the awareness of teachers.

2.REVIEW OF RELATED LITERATURE

In recent times, a growing number of studies abroad have examined the awareness of teachers towards inclusion more elaborately compared to Indian studies. To mention a hand-full of studies dealt with the problem on hand viz., Babu N. Samuel (2002) lamented that integrated education for disabled in India is not implemented in its true spirit; Rajul Padmnabhan (2004) opined that Inclusive Education must be seen as a reform in general education; Kutty (2004) discussed the strategies of planning and implementing Inclusive Education in Kerala State; Panda, P. (2005) ascertained how the concepts and strategies of inclusive education have been integrated and addressed; Subban, P., & Sharma, U. (2006) explored the perceptions of primary school teachers; Singal, N. (2006) examined education of children with disabilities; Nayak.J (2008) identified the feelings of parents and teachers towards inclusive education; Shanthi.S.Prakash (2012) compared teachers' attitudes towards the inclusion of children with hearing impaired in East and West Godavari districts of Andhra Pradesh State; Gupta, M., & Pasrija, P.(2012) identified the fundamental competencies for special and general educators; Sushma, Chavhan (2013) studied level of attitude towards inclusive education; Sanjay Singh (2013) conducted a study on teacher preparation for inclusion; Das, Ajay K.; Kuyini, Ahmed B.; Desai, Ishwar P (2013) examined the current skill levels of regular primary and secondary school teachers; Samir (2013) investigated the attitudes of regular classroom teachers towards including students with disabilities in the regular classroom; Ajay Das and Rina Shah (2014) discussed the implementation of inclusion; Kamal Parhoon et al (2014) explores the attitudes of regular and itinerant teachers about inclusion of hearing impairment children; Bhatnagar, N., & Das, A. (2014) examined attitudes of secondary regular schoolteachers towards the inclusion; Mukhopadhyay, S. (2014) investigated the perception of primary teachers towards inclusive education; Bhatnagar, N., & Das, A. (2014) identified the concerns and perceived barriers of regular school teachers in Delhi Maheshwari.P and Shapurkar.M (2015) studied the awareness and attitudes of teachers towards inclusive education; Alka Arora, Pradeep Kumar Sahu (2015) highlighted the existing educational setting for the differently abled children in India; Yadav, M., Das, A., Sharma, S., & Tiwari, A. (2015) examined the concerns of regular elementary school teachers on inclusion; Padmavathy.M (2016) focused on uncovering the barriers that hinder inclusion; Shah, R., Das, A., Desai, I., & Tiwari, A. (2016) determined the concerns of primary school teachers about the inclusion; Deb Kumar Bhakta (2016) attempted to find out attitudes of secondary and higher secondary school teachers towards inclusion; Ismail, Z., Basheer, I., & Khan, J. H. (2016) studied the perceptions of regular and special education teachers towards inclusion; Anjali (2016) investigated the social integration of the disabled children; Shah, R., Das, A., Desai, I., & Tiwari, A. (2016) undertaken to determine the concerns of primary school teachers about the inclusion; Singh, D. (2016)

presented challenges experienced by teachers while practicing early education inclusion; Narendranath Guria and Ritwij Tiwari (2016) conducted a study on attitude of upper primary school teachers regarding inclusive education; Kumar, A. (2016) explores the attitudes of university and school teachers towards inclusive education system; Himanshu Verma Janaki B. Aparna Ravichandran (2017) explored the awareness, knowledge and attitude of regular school teachers about hearing impairment; Vandana Dua and Ankur Dua (2017) explored the challenges and barriers in inclusive education; Arun Kumar and Punam Midha (2017) compared the attitudes of mainstream and special education school teachers towards inclusive education; Amit Sharma et al (2018) conducted a survey of middle school teachers; Shashi Kant Sharma (2019) examined the perception of teachers towards children with special needs in government elementary schools; Singh, Shiba, et al. (2020) studied attitude of teachers towards Inclusive Education.

Margaret, Searsa et al. (2021) conducted a comparative study on academic achievement of SWD in co-taught classes; Teresa Iacono et al. (2021) conducted a systematic research of studies addressing models of co-teaching; Michelle R. Murphy and Christine A. Christle (2022) describes efficacy of co-teaching. Lee Masonc and Maria Otero (2021) attempted to clarify the importance of Direct Instruction; Vidovic, J.L., Cornell, M.C., Frampton, S.E. et al. (2021) focused how ASD students were given direct instruction; Manal Yousef Alsheef (2022) investigated effects of combining direct instruction and precision teaching. Pratima Kaushik and S.P.K. Jena (2021) evaluated the efficacy of self-monitoring; Sulu, M.D., Martella, R.C., Grimmet, K. et al. (2022) assessed the research analyzing the effects of self-management; Zhu, M., Doo, M.Y.(2022) investigated the relationship among motivation and self-monitoring. Aldabas, Rashed (2020) reviewed the effectiveness of peer-mediated interventions; Michael Nyavor (2020) sought to investigate how teachers promote peer support; Johana Manubey, John Rafafy Batlolona, Marleny Leasa (2021) analysed peer tutoring in inclusive classes; Bond, R., & Castagnera, E. (2021) examined the role that peers; Uta Papen & Julia Gillen (2022) discussed insights from peer teaching.

From the above, it is explicitly evident that research studies conducted in India in respect of awareness as well as on teaching strategies found to be in an *embryonic stage*. Therefore, there is a dire need to probe into the awareness of regular and resource teachers working under inclusion using certain strategies. Moreover, till now none of the studies have focused on *awareness* of Regular and Resource Teachers employing various strategies under inclusive settings. Hence, the present study is taken up for investigation.

Objectives of the Study

- 1.To appraise the awareness of Regular and Resource Teachers in using certain teaching strategies at Primary level in Hyderabad and Rangareddy districts of Telangana State.
- 2. To explore the levels of awareness of Regular and Resource Teachers at primary level in Hyderabad and Rangareddy districts of Telangana State using strategies viz., peer tutoring, direct instruction, self-monitoring and co-teaching.
- 4. To study the levels of awareness of Regular and Resource Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to *gender*.
- 5. To examine the levels of awareness and attitude of Regular and Resource Teachers at primary level in using various strategies at primary levels in Hyderabad and Rangareddy districts of Telangana State with special reference to *qualification*.
- 8. To delineate the levelsof awareness and attitude of Regular and Resource Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to *management*.

`Delimitations of the Study

- 1. This study is confined to inclusive schools located in Rangareddy and Hyderabad districts in the State of Telangana.
- 2. The investigation takes into its ambit the awareness of regular and resource teachers towards using certain strategies under Inclusive schools in the selected districts of Telangana State with special reference to strategies like *peer-tutoring; coteaching; self-monitoring; and direct instruction*.
- 3. The study is restricted to probe the awareness of regular and resource teachers towards using certain strategies under Inclusive settings in the selected districts of Telangana State with regard to *gender*, *qualification*, *and management of school*.

3.METHODOLOGY

The fundamental purpose of this investigation, as already pointed out to investigate into the awareness and attitude of Regular and Resource Teachers using Teaching Strategies at Primary Level in Hyderabad and Rangareddy Districts. Hence, this study falls under non-experimental designs and a normative survey is employed to elicit appropriate information from the respondents.

The universe of the present study consists of State of Telangana. The sample constitutes One hundred and ninety nine(199) regular as well as resource teachers working in Inclusive schools located in Rangareddy and Hyderabad Districts of Telangana State. Simple random sampling technique was employed to elicit information from the selected sample .

The investigator has employed the a self-designed tools for the present investigation. It consists of 15 statements on inclusion. The same was administered after testing its validity and reliability on the sample selected. Suitable statistical techniques like Chi-square, along with SPSS (Statistical Package for Social Sciences) 16.0 was used for analysis.

4.RESULTS AND DISCUSSION

HO₅. There is no statistically significant difference between the levels of awareness of Regular and Resource Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to **gender.**

Table Showing awareness levels -Gender

Crosstab

			A	Awareness Level			
			Average	High	Very High		
	Mala	Count	29	38	6	73	
Gender	Male	% within Gender		39.7%	52.1%	8.2%	100.0%
Gender	Eamala	Count	58	60	8	126	
	Female	% within Gender	46.0%	47.6%	6.3%	100.0%	
Total		Count	87	98	14	199	
Total		% within Gender	43.7%	49.2%	7.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.835ª	2	.659
Likelihood Ratio	.835	2	.659
N of Valid Cases	199		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.14.

It can be inferred from the chi-square test, the calculated p-value is insignificant at 5.% level of significance (.659), with regard to the levels of awareness of Regular and Resource Teachers at primary level in using various strategies at primary level. It was found that a good majority of the sample (52.1%) of male teachers and (47.6%) of female teachers were found to be with high levels. Hence, the hypothesis formulated is **accepted**.

HO₂. There is no statistically significant difference between the impact of awareness of Regular and Resource Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to qualification.

Table showing awareness level – Qualification

Crosstab

			Av	wareness Le	vel	Total
			Average	High	Very High	
	PG & M.Ed	Count	0	2	3	5
	PG & M.Eu	% within Qualification	0.0%	40.0%	60.0%	100.0%
	PG & B.Ed	Count	23	33	4	60
Qualification		% within Qualification	38.3%	55.0%	6.7%	100.0%
Quantication	Dagmag & D.Ed	Count	49	49	6	104
	Degree & B.Ed	% within Qualification	47.1%	47.1%	5.8%	100.0%
	Inton & Dinloma	Count	15	14	1	30
	Inter & Diploma	% within Qualification	50.0%	46.7%	3.3%	100.0%
Total		Count	87	98	14	199
Total		% within Qualification	43.7%	49.2%	7.0%	100.0%

Chi-Square Test

	Value		Asymp. Sig. (2-sided)
Pearson Chi-Square	24.526a	6	.000
Likelihood Ratio	14.489	6	.025
N of Valid Cases	199		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .35.

It can be inferred from the chi-square test, the calculated p-value is significant at 5.% level of significance (.000), with regard to the levels of attitude of Regular and Resource Teachers at primary level in using various strategies at primary level with regard to **qualifications**. It was found that a good majority of the sample (55.0 %) with PG and B.Ed qualifications and (47.1 %) with degree and B.Ed, qualification were with high levels; whereas, (50.0 %) with Intermediate and Diploma course were found to be at average attitude levels. Hence, the hypothesis formulated is **rejected.**

HO₃. There is no statistically significant difference between awareness levels of Regular and Resource Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to management.

Table showing awareness level – management

Crosstab

			Awareness Level			Total
			Average	High	Very High	
Management	Private	Count	49	48	7	104
	riivate	% within Management	47.1%	46.2%	6.7%	100.0%
	Government	Count	38	50	7	95
		% within Management	40.0%	52.6%	7.4%	100.0%
Total		Count	87	98	14	199
Total		% within Management	43.7%	49.2%	7.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	1.027ª	2	.598
Likelihood Ratio N of Valid Cases	1.028 199	2	.598

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.68.

It can be inferred from the chi-square test, the calculated p-value is insignificant at 5.% level of significance (.598), with regard to the levels of awareness of Regular and Resource Teachers at primary level in using various strategies at primary level with regard to management. It was found that a good majority of the sample (52.6%) from Government managements had high levels of awareness, while, (47.1%) from private management had average levels. Hence, the hypothesis formulated is **accepted.**

Major Findings

- 1. The results of the study indicated there exists no statistically significant difference between the levels of awareness of Regular and Resource Teachers at primary level in using various strategies in Hyderabad and Rangareddy districts of Telangana State with special reference to gender.
- 2. It was found that the results of the study indicated there exists statistically significant difference between the levels of awareness of Regular and Resource Teachers at primary level in using various strategies in Hyderabad and Rangareddy districts of Telangana State with special reference qualifications.
- 3. The results of the study indicated there exists no statistically significant difference between the levels of awareness of Regular and Resource Teachers at primary level in using various strategies in Hyderabad and Rangareddy districts of Telangana State with special reference to management.

Educational Implications

The educational implications from the results of this study cannot be understated. The findings of the present study are of practical as well as theoretical importance to teachers, as well as to the policy makers.

The findings of this research provide insight to teachers seeking to develop awareness among Regular and Resource Teachers using certain teaching strategies at primary level. As it was clear from the investigation there exists a significant difference between levels of awareness of Regular and Resource Teachers in using various strategies like peer-tutoring; self-instruction; coteaching and direct instruction with regard to management, the particular managements are to be strengthened to equip their teachers by organizing awareness and orientation programmes for the benefit of all students under inclusion.

The results holds some implications even for students. They should be able to perceive the benefits of specific strategies taught to them and it is the teachers responsibility to make those strategies adaptable and achievable.

The policy makers should also take into consideration of teachers needs and prepare curricular adaptations which are viable under inclusive settings.

Suggestions for further Research

- 1. A similar study can be conducted with a *larger group of respondents* to have in- depth knowledge on the awareness of Regular and Resource Teacher using teaching strategies in the State of Telangana.
- 2. There is a need to explore the *utility of various teaching strategies other than the investigated strategies in inclusive settings*.
- 3. An explorative study can be taken up on the perceptions of Heads of Institutions and other Officials responsible for implementation of inclusive education in the State.

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CHALLENGES IN PREPARING TEACHERS FOR INCLUSIVE EDUCATION

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Abstract

Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children. Recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964 by the Kothari Commission. Despite this, the change has been slow, with segregation in special schools dominating the scene until recently. There is no need of reinforcing the fact that teacher education remains a very weak link with respect to equipping teachers to be prepared for an inclusive classroom environment. As a result teacher education programs have made attempts to incorporate inclusive education as part of their curricula The teacher education diplomas and degrees offer "Education of children with special needs" as an optional subject, in order to prepare teachers to identify and diagnose disability. The challenges and prospects in India are elucidated in the present paper.

Keywords: Inclusive education, challenges, holistic perspective.



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There are an estimated 25 million children out of school in India many of whom are

Introduction

marginalized by factors such as poverty, gender, disability, caste, religion etc. Therefore undoubtedly the idea of inclusive education is certainly highly relevant to our current condition, where differences in religion, faith, gender, ethnicity and ability are often seen as a threat rather than a source of richness and diversity. Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children. Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners — with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs. Inclusion is not an experiment to be tested but a value to be *Copyright* © 2020, Scholarly Research Journal for Humanity Science & English Language

followed. All the children whether they are disabled or not have the right to education as they are the future citizens of the country. In the prevailing Indian situation resources are insufficient even to provide quality mainstream schools for common children, it is unethical and impracticable to put children with special needs to test or to prove anything in a research study to live and learn in the mainstream of school and community. The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000).

The 1995 Persons with Disability Act (PDA) states that disabled children should be educated in integrated settings where possible, although it seems that the lack of implementation may be due to there being no enforcement agency for this legislation. Despite the promotion of inclusive education, govt. documents focus on inclusive education as being about including children with disabilities in the education system, but not specifically the mainstream 2005a). However, inclusion in the education system is not the same as inclusion in the mainstream. It is however arguable that special education is in fact regarded as superior in India due to its preferred status and that it is inclusion in the mainstream that is currently seen as the resource - constrained inferior alternative. However the limited coverage of mainly urban-based, impairment specific special schools in India may result in the exclusion of children with disabilities who do not fit the categories of their institutions or who live in rural areas. Inclusive education may be the only way of facilitating educational access for these children. A focus on physical access to school, rather than access to curriculum and equal treatment once in the classroom is an additional barrier to inclusion, possibly resulting in dropout, too argues that government policy focus on resources and physical access (e.g. distribution of aids and appliances), or infrastructure such as ramps in schools, and the notion of social justice through equal distribution of benefit, seems to be more about inputs, not processes like pedagogy, curriculum or attitudes. It is this focus which results in selection of the relatively few-"Easy to accommodate children" with mild or moderate disabilities that do not need too much specialist assistance. This apparently selective inclusion, with children being 'prepared' in order to be 'ready' for the mainstream (NIEPA, 2003) seems to give inclusive education an exclusive favour, although this may be because homogeneity in the classroom can be perceived as an essential prerequisite to enable good teaching. This appears to directly contradict the understanding of inclusive education as a concept which is all about embracing Copyright © 2020, Scholarly Research Journal for Humanity Science & English Language

diversity in the classroom. Despite islands of govt. programme success, disability budgets remain under used (Thomas, 2005), and reserved jobs unfilled. These are sure signs of sporadic implementation of inclusive education, as is the persistently low percentage of children with disabilities being in school

Inclusive Education in Developing Countries

Inclusive education is defined by UNESCO as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. This means that all children have the right to a quality education that caters, to the extent possible, to their individual needs. Some countries have been successful in promoting inclusive education practices and policies that remove barriers and create conditions which enable all children to learn. However, in poorer developing countries, the process of creating an inclusive system is more difficult. Factors such as lack of available funding, administrative and policy level support, and trained personnel pose challenges that can slow down progress. As a result of these difficulties, some countries may choose to begin the process by first focusing on one group of children with the long-term goal of eventually including all excluded groups

Ministry of Human Resource Development (MHRD) Action Plan:

An outline of MHRD action plan is presented below: National Policy for Persons with disabilities

- To complement and supplement IEDC and Sarva Shiksha Abhiyan programmes in the movement from integration to inclusion.
- Enrolment and retention of all children with disabilities in the mainstream education system. (Free and compulsory education from 0 to 14 under draft Bill/free education 0 to 18 years under PWD Act).
- Providing need based educational and other support in mainstream schools to children in order to develop their learning and abilities, through appropriate curricula, organizational arrangements, teaching strategies, resource and partnership with their communities.
- Support higher and vocational education through proper implementation of the existing reservation quota in all educational institutions and creation of barrier free learning environments.
- Disability focused research and interventions in universities and educational institutions.

- Review implementation of existing programmes, provisions to identify factors leading to success or failure of the drive towards enrolment and retention of children with disabilities in mainstream educational settings. Address administrative issues arising out of review.
- Generating awareness in the general community, activists and persons working in the field of education and more specifically among parents and children that the disabled have full rights to appropriate education in mainstream schools and that it is the duty of those involved in administration at every level including schools to ensure that they have access to education.
- Ensure enrolment and intervention for all children with special needs in the age group 0-6 years in Early Childhood Care and Education Programs.
- Facilitate free and compulsory elementary education for children with special needs in the age group 6-14 (extendable to 18 yrs.) in mainstream education settings currently under the Sarva Shiksha Abhiyan (SSA) (SSA is a governmental program shared by both union and state governments for achieving universal elementary education in India by 2010).
- Facilities for transition of young persons with disability wishing to pursue secondary education.
- •Ensuring physical access of children and youth with disabilities in schools and educational institutions by enforcing the requirement for provisions of universal design in buildings and provide support in transportation.
- Development of national norms for Inclusive Education, to set standards of implementation, training, monitoring and evaluation for the program.
- Provide inputs in all pre-service and in-service training for mainstream and special education teachers to enable them to work with children with disability in an inclusive education system.
- Appropriate Resource Services support through appointment of special educators, rehab professionals, provision of resource rooms etc., to support mainstream schoolteachers in the classrooms.
- Put in place an effective communication and delivery system for specific delivery of TLM, aids and appliances, hardware/software.
- Participation in sports, co-curricular activities, to promote all round ability development.

• Ensuring physical access for young persons with disabilities (18 plus age group) in all colleges and educational institutions by enforcing the requirement for provisions of universal design in buildings and provide support in transportation.

Teacher Education Programmes

There is no need of reinforcing the fact that teacher education remains a very weak link with respect to equipping teachers to be prepared for an inclusive classroom environment. The teacher education diplomas and degrees offer "Education of children with special needs" as an optional subject, in order to prepare teachers to identify and diagnose disability. However it gives them a holistic perspective with respect to dealing with diversity or challenge negative attitudes. This reinforces the 'difference' of children with disabilities who, some believe, can only be taught by teachers qualified specifically for them. Although, it is ultimately teacher treatment of students in the classroom, rather than the training per se, that would reinforce this difference. Interestingly, distrust in both the special and mainstream education systems leads some parents to keep children with disabilities at home for fear of their abuse or neglect in the classroom; which may then be interpreted by teachers as a lack of community interest in education for their children, as demonstrated in the PROBE Report (PROBE,1999). There is evidence to suggest that many teachers do not feel equipped to teach children with disabilities and complain that they need more time to instruct these students. Many government programmes have included a teacher training component in an attempt to instigate institutional change. However, a 'special needs' focus and a lack of training for management, combined with didactic training methodology do little to alter the classroom. The poor quality educational provision in many schools is reflected in the fact that many govt. job reservations for adults with disabilities remain unfilled. It is more likely to be directly related to the fact that very few children with disabilities get to, or stay in, school that there is a lack qualified, let alone confident candidates.

Pre requisites for inclusion:

Inclusion is a complex issue. The curriculum is a powerful tool (Swann, 1988). There are three pre requisites for inclusion:

- a) The preparation of the child
- b) The preparation of the receiving schools,
- c) The preparation of parents, but it could not be achieved without,
- d) The preparation of the teachers.

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- a. The preparation of the child: Some children with special needs may require some prior training before they are placed in a regular school. Special educators made available for the purpose can provide such training and thereafter CWSN may be admitted in mainstream schools. States of Andhra Pradesh and Uttar Pradesh have conducted exclusive residential bridge course for CWSN to prepare them for regular schools but in rest of the states it is not yet to be done..
- b. The preparation of receiving schools: Some mainstream secondary schools may be selected and developed as "Model Inclusive School" on priority basis. First of all barrier-free access to CWSN are made in all such institutions. Effort should be taken to provide disabled-friendly facilities in these schools. Development of innovative designs to provide an enabling environment for CWSN should also be made in these schools as a part of preparation programme
- c. The preparation of parents: It has been seen that the parents/guardians of CWSN generally face problems, both social and psychological resulting into marginalisation and exclusion of CWSN in mainstream schools. Hence, it is important to undertake widespread awareness among the people especially parents of CWSN. They should be counsel so that they may prepare themselves to send his/her ward to mainstream schools. The preparation of the child: Some children with special needs may require some prior training before they are placed in a regular school. Special educators made available for the purpose can provide such training and thereafter CWSN may be admitted in mainstream schools. States of Andhra Pradesh and Uttar Pradesh have conducted exclusive residential bridge course for CWSN to prepare them for regular schools but in rest of the states it is not yet to be done..
- d. The preparation of teachers: In India teacher training in special education is imparted through both face-to-face and distance mode.

Prospects of Inclusive Education

Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. An increasing number of publications, policy papers, workshops etc. have supported the ideology of inclusion. Some organizations and people, however, doubt whether the ordinary classroom can provide quality education for disabled children. This debate has been on, ever since people began to voice their reservation against Copyright © 2020, Scholarly Research Journal for Humanity Science & English Language

old segregated institutions and in turn raised their concern for equality of disabled children. These concerns must be taken seriously and dispelled by showing examples of positive experiences, which clearly demonstrate that inclusive education most definitely addresses quality issues in education. The major goal of inclusive education is the Flagship goal. Recognizing the right to education, the Flagship seeks to unite all EFA partners in their efforts to provide access to quality education for every child, youth and adult with a disability. The Flagship has been formed by an alliance of diverse organizations, including global disability organizations, international developmental agencies, intergovernmental agencies, and experts in the field of special and inclusive education. In order to reach this goal, the flagship will:

- Have the full participation of persons with disabilities and families in the design of all Flagship activities.
- Promote the full participation of persons with disabilities and families in the development of policies and guidelines related to the education of persons with disabilities at local, national, regional and global levels.
- Seek to ensure that all governmental entities, donors and NGOs endorse the universal right to education for all children, youth and adults with a disability.
- Act as a catalyst to fully incorporate the Flagship goal into national plans of action and regional policies.
- Seek to ensure that the EFA monitoring process includes specific quantitative and qualitative statistics and indicators related to persons with disabilities and documentation of resources allocated to the implementation of EFA for these individuals.
- Identify and disseminate effective practices and stimulate research and studies related to the Flagship goal to include such areas as:
- Quality teacher education
- Curriculum and pedagogy
- School organization including adequate accessible facilities
- Aids and appropriate materials many countries have developed programs, which promote equality of opportunity by allocating specific funds to areas of social and

economic need. If inclusion is to be successful, the following parameters need to be taken care of:

- Encouragement provided by the community for including children with disabilities in local schools
- Readiness of the general education system to accept responsibility for education of children with disabilities
- Willingness of parents of children with disabilities to send their wards to local schools
- General classroom teachers to be equipped to manage the education of children with disabilities
- Enrolment rate of children with disabilities at least 1% with that of nondisabled children.
- Retention of children with disabilities in schools.
- Availability of support from peer group to children with disabilities and vice-versa in teaching learning processes.
- Comparable achievement of children with disabilities in curricular and co-curricular activities as par with their capabilities.
- Availability of specialist teacher support, if possible to the regular classroom teachers.

Thus, we as teachers, parents, teacher-educators etc., have to facilitate the implementation of inclusive education not only as a program but also as an ideology- an ideology based on the principles of human rights approach wherein stress is laid on giving importance to the individual and respecting his/her potentiality in the teaching learning process.

An Inclusive Teacher Preparation Model

One of the greatest barriers to achieving this goal is the preparation teachers receive at the pre service level. Several researchers have noted the lack of professional training in inclusive techniques and practices for general and special education teachers. If teacher education programs are to prepare educators to be successful in the classrooms of the future they must re conceptualize and redesign their approach to pre service preparation of teachers.

Techniques and Strategies for Inclusive Education

Several researchers (Baker and Zigmond, 1990; Schu

mm and Vaughn, 1995; Giancreco, Dennis, Cloninger, Edelman, and Schattman, 1993) have noted the lack of professional training in inclusive techniques and practices for general and special education teachers. A tremendous amount of money is spent on in service training to give teachers instructional skills to teach students with diverse needs. These resources could Copyright © 2020, Scholarly Research Journal for Humanity Science & English Language

be directed elsewhere if teachers could emerge from their pre service training already possessing those skills. Pre service preparation should address appropriate accommodations in curriculum, instructional activities and evaluation procedures, the modification of materials, and the effective identification, development and utilization of resources. In addition, the pre service program should prepare teachers to use various types of instructional arrangements such as multi-level teaching, cooperative learning and peer tutoring. The third component of an inclusive teacher preparation model relates to Collaborative Experiences. The two previous components apply primarily to the classroom. This component relates to the field based experiences of the prospective teacher.

To Prepare Teachers for Inclusive Educational Settings

- 1) Instruction in the components of collaborative teaching;
- 2) Instruction in teaching strategies for inclusive settings;
- 3) Practicum experiences in inclusive settings;
- 4) Modelling of collaborative teaching by university professors;
- 5) Collaboration with practicing teachers regarding needed skills and experiences
- 6) Utilization of experts and specialists on inclusive practices via distance learning;
- 7) The development of web-based courses;
- 8) The development of a support network for new teachers in inclusive setting

Three Essential Components for Capacity Building in Inclusive Education

- 1. Increase Awareness and Attitudinal Change through Advocacy
- 2. Create a Future of Trained Professionals: Pre-Service Training
- 3. Build on Existing Human Resources: In-Service Training and Professional Development And also there should be a, criteria for selection of teachers.
 - Have positive attitudes towards children with disabilities
 - Hold good qualifications and pedagogical performance records
 - Be confirmed as long-term resources for schools and districts by local education authorities
 - Demonstrate good collaboration and communication skills
 - Have good skills as a trainer and facilitator
 - Have a sound professional reputation
 - Possess good counselling skills.

Conclusion

Preparing teachers at the pre service level to teach in inclusive settings is essential if our schools are to truly teach all students in inclusive, collaborative, and diverse settings. To accomplish that we must start designing and building an atmosphere of collaboration and inclusiveness at the pre service level, as well as practices that demonstrate to prospective teachers the possibilities and promise of an inclusive world,

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CHALLENGES IN PREPARING TEACHERS FOR **INCLUSIVE EDUCATION**

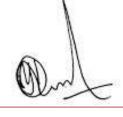
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Development of Language Skills among the Children Using Cochlear Implant and Hearing Aids

B. Vijayaraj Aruna. S¹ K. Sridevi²

The purpose of the study is to compare the development of language skills among the children using cochlear implants and hearing aid users. The objectives of the study were 1) To find out the effect, and compare the speech-language, phonology and cognitive skills of children using cochlear implants and hearing aid users. Sample comprised of 40 children with bilateral senson neural hearing impairment aged 6-18 years. 20 children had moderately severe to severe hearing loss and using hearing aids, and 20 had severe to profound hearing loss and cochlear implantation was done. The measures consisted of the Peabody picture vocabulary test (PPVT-III), a widely used to measure the receptive vocabulary (Dunn and Dunn, 1997) and the clinical evaluations of language fundamentals test (CELF-4), a commonly used test to evaluate multiple dimensions of receptive and expressive language (Semel et al.),2003. The data was collected and results were analyzed by using IBM SPSS version 20.0. Differences in the main speech and language outcomes between the two groups (hearing aids vs. cochlear implants) were compared using independent samples Student's t tests. When data were normally distributed. Non-parametric tests (ManniWhitney U test) were applied for scores that were not normal.

Key words: Language Skills, Cochlear Implants and Hearing Aid users

Hearing impaired students, through their handicap, display different characteristics of emotions, that are normally difficult to determine with certainty (Barbalet, , 1999). The teen

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years provide developmental challenges for all children. Their intimate attachment to parents and peers as well as belonging to social network is important for healthy development in adolescents as support from parents and peers help to cope with stress and give them emotional support.

Language regarding their roles and interpersonal relationship may create serious problems in this area. The deaf may be somewhat self-centered because they lack communication through language. Cochlear implantation has dramatically changed outcomes for children with severe to profound hearing loss by providing them with auditory information not available through conventional hearing aid technology (Geers et al., 2003). Outcomes in these children have been so encouraging that attention has also been directed to the implantation of children with less severe hearing loss. While there is clear evidence for improved outcomes from cochlear implants compared to hearing aid users for children with severe to profound hearing loss, there appears to be some difference in the interpretation of implant candidacy for children with significant residual hearing. Studies suggest that practitioners are regularly faced with decision-making about improving access to sound through cochlear implantation for children who have substantial usable hearing and open-set speech recognition with conventional hearing aids (Dettman et al., 2004). In recent years, there appears to be considerable difference in the interpretation of cochlear implant candidacy for children in the audio logic borderline category. A recent nationwide survey of pediatric cochlear implant centers in Canada showed substantial variation in the definition of borderline candidacy for implantation (Fitzpatrick et al., 2012).

The survey revealed that hearing loss definitions of borderline candidacy ranged from 70 to slightly better than 90 dB pure-tone average (PTA). However, the overwhelming majority of centers also reported that evaluation of borderline candidates requires careful examination of several factors that extend well beyond the audiogram and speech recognition scores, such as social and school functioning.

The present study was undertaken to document the performance of a group of children with severe hearing loss (=65 dB HL) who use hearing aids on a range of speech recognition, speechlanguage, and literacy measures and to compare these results with children with severe to profound hearing loss, which have learned language using cochlear implants.

Review of Literature:

Boothroyd (2008) proposed that children with cochlear implants functioned like children with hearing loss of 88 dB PTA who used hearing aids. Based on speech recognition results, other investigators have confirmed that many children using cochlear implants have a hearing level equivalent to those in the severe hearing loss. Tait and Lutman (1994) compared the preverbal conversational style of early-implanted children after 3 yr of device

use with similar children who were proficient hearing aid users (unaided thresholds 87 to 110 dB HL) and those who were poor hearing aid users (113 to 120 dB HL). The implant users and the proficient hearing aid users exhibited a preverbal conversational style that was typically vocal and auditory. In a later study, these preverbal behaviors were found to be associated with the development of linguistic communication proficiency (Tait&Lutman, 1997).

Blamey et al. (2001) reported that on average, scores on speech perception, speech production, and language were very similar for a group of 40 children with a mean hearing loss of 78 dB HL who used hearing aids and 47 children with a mean loss of 106 dB HL who used cochlear implants. Overall, traditional cochlear implant evaluation protocols have tended to focus on speech recognition as the best proxy of cochlear implant benefit. As recently noted by Moeller et al. (2007), although outcomes of cochlear implantation have been extensively reported, there are relatively little current outcome data on children with hearing loss in the mild to severe range.

The aim of the present study is to assess the Language Development Skills in the children of hearing impairment by using the assistive devices. The purpose of this study was to document the performance of a group of children with moderately severe to severe hearing loss who are using hearing aids on a range of speech recognition, speechlanguage, and literacy measures and to compare these results to children with severe to profound hearing loss, who have learned language through cochlear implantation. The following criteria were applied to select the participants with hearing aids: (1) age 6-18 years. (2) Bilateral sensory neural hearing loss, with a three frequency (500, 1000, and 2000 Hz) or high-frequency (2000 and 4000 Hz) PTA of 65 dB HL or greater in the better ear; (3) Known or presumed early onset of hearing loss before age 3 years; based on medical chart documentation; (4) Telugu as the primary language of education; (5) consistent use of amplification and enrolled in a rehabilitation program focused on oral communication; and (6) non-verbal intelligence in the average range.

Children with other documented disabilities that would interfere with oral language development were excluded from the study. Children in the cochlear implant group were a subset of children who participated in a separate study investigating. A battery of speech recognition measures as well as standardized speechlanguage and literacy, and cognitive measures were administered to both groups of children. The test battery has been selected because of the psychometric properties of the tests, their common use in the literature, clinical practice, and the need for a test protocol that could be administered to a school age population in a reasonable period.

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Objectives of the Study

- To find out the effect of speech- language, phonology and cognitive skills of children using cochlear implants.
- To find out the effect of speech- language, phonology and cognitive skills of children using hearing aids.
- To compare the speech- language, phonology and cognitive skills of children using hearing aids and cochlear implants.

Hypotheses

- There is a significant difference in the speech-language, phonology and cognitive skills of children using cochlear implants.
- There is a significant difference in the speech-language, phonology and cognitive skills of children using hearing aids.
- There is a significant difference in the speech-language, phonology and cognitive skills of children using hearing aids and cochlear implants

METHOD

The investigator had selected normative survey method. As the word normative implies, this method is used for the purpose of ascertaining which is normal or typical condition or practice. A normative method is that method of investigation, which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, effects, attitudes, and beliefs. It is concerned with some phenomena that are typical or normal. In the present study, to ascertain the language development of hearing impaired students at age level of 6-18, survey method is adopted by the investigator for the collection of data. "A survey is an attempt to collect data from members of a population, in order to determine the current status of that population with respect to one or more variables" (Gay, 1996, p. 251). It is considered with the generalized statistics that results when data are abstracted from a number of individual cases. It is essentially cross sectional.

Sample

The study involved with the sample of 40 children with bilateral sensori neural hearing loss. aged 6-18 years selected from the SRAVANALAYA a Center for Audiology & Speech Therapy Guntur District, Andhra Pradesh. The Sample of 20 children with moderately severe/severe hearing loss using hearing aids, and 20 children with severe to profound hearing loss using cochlear implants was selected using random sampling technique. To collect the data required for the study, tools and techniques used and utilized from the center through the services of the head of the institution. The tools were administered by the investigator himself by personally visiting the selected center.

Tools:

The measures consisted of the Peabody picture vocabulary test (PPVT-III), a widely used measure of receptive vocabulary (Dunn and Dunn, 1997) and the clinical evaluations of language fundamentals test (CELF-4), a commonly used test to evaluate multiple dimensions of receptive and expressive language (Semel et al., 2003). For this study, a core language score was computed to compare overall spoken language ability with a normative sample. Speech production was assessed using the sounds in words subtest of the GoldmanFristoe test of articulation (GFTA-2) (Goldman and Fristoe, 2000). The Wechsler individual achievement test (WIAT-II): word-reading and pseudo word subtests (Wechsler, 2001) and Spelling subtest of the Peabody individual achievement test-revised (PIAT-R) (Markwardt, 1998) was also administered. Finally, the Gray silent reading test (GRST) (Wiederholt and Bialock, 2000) was used to measure silent reading comprehension for children over 6 years of age. The Wechsler intelligence scale for children (WISC-IV) (Wechsler, 2003) was administered to assess the child's general intellectual functioning. Scores for the perceptual reasoning index (PRI) are reported in this paper as a non-verbal measure of cognitive abilities. Participants over the age of 16 years were tested using the Wechsler adult intelligence scale (Wechsler, 1997) and assessment was done.

Procedure

Children's hearing aids or cochlear implant speech processors were fit and managed through the audiology program. Standard clinical procedures at the time were bilateral hearing aids and unilateral cochlear implants. All children will receive audio logic care at the time of the study. The child is hearing technology was worn at user settings as prescribed by the clinical audiologist. Listening checks were conducted prior to the test session.

A battery of speech recognition measures as well as standardized speechlanguage and literacy, and cognitive measures will be administered to both groups of children. The test battery will be selected based on the psychometric properties of the tests, their common use in the literature, clinical practice, and the need for a test protocol that could be administered to a school age population in a reasonable period of time.

The tests are divided into three categories of outcome measures: speech recognition, Speechlanguage and phonology/literacy measures. Cognitive measures are also collected during this study and are reported here to describe the children's' non-verbal functioning. All test results, with the exception of speech recognition, are reported as standardized

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scores. This permits a comparison of scores for Children assessed at different ages since scores. This permanent ages since they are compared with large normative samples of their normal hearing peers of the same they are compared with large normative samples of their normal hearing peers of the same age. The speech recognition measures are scored as percent correct.

Data analysis

Differences between student characteristics for the two groups (hearing aids and cochlear implants) are analyzed descriptively. The primary outcomes analyzed for the study are communication and literacy skills. All analyses are completed using IBM SPSS version 20.0. communication to version 20.0.

Differences in the main speech and language outcomes between the two groups (hearing) Differences (Management samples Student's t tests when aids vs. cochlear implant) are compared using independent samples Student's t tests when data are normally distributed. Non-parametric tests (MannWhitney U test) are applied for scores that are not normally distributed. Outcomes are reported as percentage correct for the speech recognition tests and as standard scores for all other tests. Statistical significance is accepted at the 5% level and all P values are two-tailed. Ninety-five percent confidence intervals (95% CI) are also calculated where appropriate. Spearman correlations are conducted to examine the relationship between speech recognition scores and outcomes in speech production (GFTA-2), receptive vocabulary (PPVT-III), and language (CELF-4).will be used for data analysis & interpretation.

RESULTS

The collected data was analyzed employing appropriate statistical procedures and the results and interpretations are presented under the following heads.

Hypothesis.1: There is significant difference in the acquisition of speech-language skills in the development of language skills between the cochlear implants and hearing aid users. To examine it data is subjected to Independent Sample T-Test and the results of the test are

Independent sample to test on acquisition of speech language in development of language skills TABLE 1

1000	-	Mean	5.0	t-value	Significance
Users Cochlear Implant	20	32.3500	1.89945	10.684	.000
Hearing Aid	20	24.7500 2.55209			

given in Table-I. It can be observed from the Table-I that the mean value is found more significant (32,3500) and (24,7500) in Cochlear Implant users. This indicates that there is significant difference in mean values of the Cochlear Implant and Hearing aid users. The mean value of cochlear Implants is found to be greater than the Hearing Aid users value. This implies that there is significant difference in Speech Language level in the Development

of Language skills

Hypothesis 2: There is significant difference in the acquisition of phonology in the development of language skills between the cochlear implants and hearing aid users. To examine it, data was subjected to Independent Sample t-test and the results of the test are given in Table-2 it can be observed from the Table-2 that the mean value is found more significant (33.10) and (22.50). This indicates that there is significant difference in mean values of the Cochlear implant and Hearing Aid Users. The Mean value of cochlear implants is found to be greater than the Hearing Aid Users value. This implies that there is significant difference in phonological level in the Development of Language skills.

TABLE 2
Independent sample t- test on acquisition of phonology in development of language skills

Lisers	n	Mean	5.D	t-value	Significance
Cochlear Implant	20	33.10	1.25237	30.205	.000
Hearing Aid	20	22.50	94591		

Hypothesis.3: There is significant difference in the acquisition of cognition in the development of language skills between the cochlear implants and hearing aid users. To examine it data was subjected to Independent Sample t-test and the results of the test are given in Table-3.

TABLE 3
Independent sample t- test on acquisition of cognition in development of language skills.

	I n	Mean	S.D	t-value	Significance
Users	20	44.25	1.44641		100
Cochlear Implant Hearing Aid	20	37.05	4.53611	6.763	.000

It can be observed from the Table-3 that the mean value is found more significant (44.25) and (37.050). This indicates that there is significant difference in mean values of the Cochlear implant and Hearing aid users. The mean value of cochlear implants is found to be greater than the Hearing Aid Users Value. This implies that it shows that there is significant difference in Cognitive level also in the Development of Language skills.

To examine whether there is any significant difference in both male and female development of Language Skills (Speech-Language, Phonology, & Cognitive) in Cochlear Implant users, data was subjected to Independent Sample t-test and the results of the test are given in table-4 which shows that the mean values are found more significant (32.00) and (32.70) in

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TABLE 4

Gender wise Independent sample t- test on the development of language skills in cochlear implant uses

Language Development Skills	Gender	n	Mean	5.0	t-value	Significance
	Male	10	32.00	1.41421	The same	
Speech Language	Female	10	32.70	2.31181	.817	.427
phonology	Male	10	33.30	1.05935	700	
	Female	10	32.90	1.44914	.705	491
Cognitive	Male	10	44.40	1.50555	454	.655
	Female	10	44,1000	1.44914	.454	

females when compared with the males in Speech-Language. The mean values are found more significant (33.30) and (32.90) in males when compared with the females in Phonology, and the mean values are found more significant (44.40) and (44.10) in males when compared with the females in Cognitive. It implies that there is a significant difference in Development of Language skills (Speech-Language, Phonology, & Cognitive) by Using Cochlear Implant. Males are showing skills (Speech-Language, Phonology, and the significant difference in Cognitive and in Phonology but in Speech-Language the females are significant difference when compared with the males.

TABLE 5

Gender wise independent sample t- test on the development of language skills in hearing aid users

Language Development Skills	Gender	n	Mean	S.D	t-value	Significance
Speech Language	Male	10	22.80	.78881	5.357	.000
Peteri rangunga	Female	10	26.70	2.16282	5.327	
Phonology	Male	10	23.00	1.15470	2.739	.023
	Female	10	22.00	.00000		
Cognitive	Male	10	34.40	3.16930	3.177	.006
	Female	10	39.70	4.21769	200 (01)	

To examine whether there is any significant difference in both male and female development of

Larguage Skills (Speech-Language, Phonology, & Cognitive) in Hearing Aid users, data was subjected to independent Sample t-Test and the results of the test are given in Table-5 which shows that the mean values are found more significant (22.80) and (26.70) in females when compared with the males in Speech-Language. The Mean values are found more significant (23.00) and (22.00) in males when compared with the females in Phonology, and the mean values are found more significant (34.40) and (39.7000) in females when compared with the males in Cognitive levels of Development of Language Skills. This implies that there is a significant difference in Development of Language skills (Speech-Language, Phonology, & Cognitive) by using Hearing Aids. Females are showing more significant difference when compared with the males in Speech-Language and in Cognitive but in Phonology the males are having significant difference when compared with the males in Speech-Language and in Cognitive but in Phonology the males are having significant difference when compared with the females.

The results in the present study indicates that there is an improvement in the development of Lunguage Skills (Speech-Language, Phonology, & Cognition) in Cochlear Implant users as an assistive device, when compared with Hearing Aids. Also males while using Cochlear Implant showed more improvement in Cognitive and in Phonology whereas females showed more improvement in speech language. While using Hearing Aids males showed more improvement in Phonology whereas females showed more improvement in Cognitive and speech language.

Limitations of the study

The sample for the study was taken from only one center in Guntur district, Andhra Pradesh for the hearing impaired. More samples can produce more results that can be generalized. Also, there can be several factors to assess the language development in the children with hearing impaired but in the present study only three variables -speech language, phonology/literacy, and cognition are taken into consideration. Only one category i.e. severely hearing impaired category has been taken in the present study, other categories like mild and moderate hearing impairment are not considered. The study intends only to compare the skills of language development using the cochlear implant and the variation with the hearing aid users and does not cover the physiology, medical, psychological, and therapeutically remedies for the hearing impaired.

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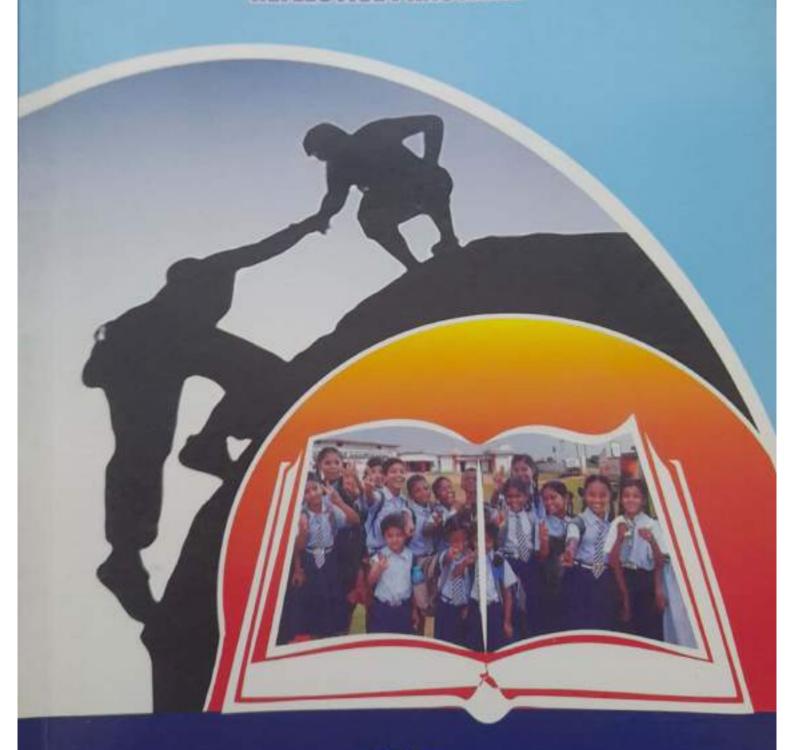
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Volume 1

TEACHER EDUCATION CURRICULUM: REFLECTIVE PRACTICES



Editor Prof.T.Mrunalini

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Duration of the Course: boon or bane J.ARUNA

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ABSTRACT

Techers are the greatest assets of any education system. They stand in the interface of the transmission Teschers and values. They are accepted as the backbone of education system. Teacher quality. derefore crucial and has been globally accepted to be significantly associated with the quality of decelore and students' learning outcomes in particular. According to Schulman's (1987) aducation of teacher's knowledge provides the base of teacher education curriculum structure a conception of thould possess subject content knowledge, general pedagogical knowledge, and the knowledge of and contexts and goals; and should be able to use this knowledge creatively to deal with ever abications classroom situations. If we analyse teacher education systems in different countries from this charge we will find majority of teacher education reform efforts centred on reforming the knowledge post of teachers, and similarities can be observed in teacher education curriculum across various see of the ability and attitude of teachers depend on the teacher education programme that is in peration. In this context pre-service teacher education, which is a major part of Teacher Education, assures great significance. In pre-service teacher education if we talk of B.Ed. (Bachelor of Education) programmes, its duration is a controversial issue, because its duration is varied from 1,2 or 4 years popular for integrated B.Ed.) all over India. There is a difference in opinion; with some arguing that curse duration of B.Ed. should be of 1 year and others arguing that its duration should be more than lyear. These arguments are mainly based on Cost vs Quality.

Kerwords. Teacher quality, Quality of education, structure of curriculum, duration of the course

The greatest resource and strength in Indian schools is our teachers. They account for the vast majority of openditure in school education and have the greatest impact on student learning, far outweighing the apact of any other education programme or policy. The Code of Ethics of the teacher Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical

The Education Commission (1964-66) of India accepted this influence of teachers in powerful words, We system can rise above the status of its teacher..." Similar sentiments have been expressed by the Below report (1996), and UNESCO report on Teacher and Educational Quality Manitoring Global lients for 2015 (2006) 111

The organisation of teacher education in any system can be visualized at two levels. At the systemic evel the positioning of teacher education determines its nature. Teaching is a multifaceted and peculized activity, and therefore, is housed in single purpose institutions in majority of countries around fleworld. The second level is the structure of curriculum i.e. what should be taught and how it should be baght.

In the belief that the quality of the services of the teaching profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate for encourages the exercise of professional judgement, to achieve conditions that attract persons worthy of the trast to careers in education, and to assist in preventing the practice of the profession by

In this era of rapid explosion of knowledge and advancements in the field of technology, quality inqualified persons. thering is a great concern for all of us today. Of all the factors that influence the quality of education, to quality of teachers is undoubtedly the most significant. In fact no innovation or change in education is Ding to bring a change in the quality of product unless the teachers are of quality. Nothing is more Sportant than securing a sufficient supply of high quality candidates to the teaching profession and building them with the best possible professional preparation. quality of teachers mainly refers to the becken competency in the subject that he she deals with, expertise to use methods and techniques of being ability to understand learners' problems and the teachers attitudinal makeup." (pradhan, 2001) be ability and attitude of teachers depend on the teacher education programme that is in operation. In this but an annual of teachers depend on the teacher part of teacher education, assumes great but the service teacher education, which is a major part of teacher education, assumes great but the service teacher education, which is a major part of teacher education, assumes great the service teacher education, which is a major part of teacher education, assumes great the service teacher education, which is a major part of teacher education, assumes great the service teacher education assumes great the service teacher education. bidicance. In pre-service teacher education if we talk of b.ed. (bachelor of education) programmes, its

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duration is a controversial issue, because its duration is varied from 1,2 or 4 years (4 years for single) duration is a controversial issue, because its duration is varied from 1,2 or 4 years (4 years for single). duration is a controversial issue, because in opinion; with some arguing that course duration of bed.) All over india. There is a difference in opinion; with some arguing that course duration of bed.) All over and others arguing that its duration should be more than I year. These arguing that b.ed.) All over india. There is a different that its duration should be more than I year. These arguments in Should be of I year and others arguing that its duration should be more than I year. These arguments in Should be of I year and others arguing that its duration should be more than I year. mainly based on cost vs quality. So, here main questions that arise are,

Does the duration of the B.Ed. course affect the quality of teachers? and if it does then, is there is, solution for it?

on for it?

In this paper an effort is being made to focus on arguments in favour and against one year his In this paper an effect is being to the NCTE (National Council of Teacher Education) framework of 1998 and programmes with respect to the NCTE (National Council of Teacher Education) framework of 1998 and also various alternative ways have been suggested to increase its duration.

NCTE has suggested the following specific objectives and curriculum framework for backs NCTE has suggested the fortending for leading the fortending suggested the suggested the suggested the suggested the suggested the suggested the suggested suggested the sugge in 1998.

- Specific objectives

 To enable the prospective teachers to understand the nature, purpose and philosophy of secondary To develop among teachers an understanding of the psychology of their pupils.
- To enable them to understand the process of socialisation.
- To enable them to understand the pedagogy, curriculum development, its transaction no
 To equip them acquire competencies relevant to pedagogy, curriculum development, its transaction no
- To enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.
- To acquaint them with factors and forces affecting educational system and class room situation.
- To acquaint them with educational needs of special groups of pupils.
- To enable them to utilise community resources as educational inputs.
- To develop communication skills and use the modern information technology.
- To acquaint them with research in education including action research.

Curriculum frame work

Emerging Indian Society; Secondary Education in India - status, problems and issues; Psychology of Teaching and Learning; Guidance and Counselling, Assessment, Evaluation and Remediation; Curriculum Design and Development; School Management; Comparative Education; Action Research

- Practice Teaching Pedagogical analysis of two school teaching subjects
- Practice teaching in schools
- Observation of Model Lessons

Internship and School Experiences, Field Work with community based programmes, Creativity and Personality Development Programmes; Work Education; Sessional/practical work; Physical Education Activities, games and sports and other school activities; Aesthetic Development Programmes and Activities; Action Research studies.

Students get the admission in B.Ed. after completion of Bachelors or Masters degree in their Arguments In Favour Of One-Year B.Ed. Programme discipline. If we increase the duration of B.Ed. programme from 1 year to 2 years the total duration of education, will be a second or the second of the sec education, will increase from (10+2+3+1) 16 years (10+2+3+2+1) 18 years, to (10+2+3+2) 17 years (10+2+3+2+1) 18 years (10+2+3+2+2) 19 years. In general it increases another one educational year if we implement? year B.Ed. programmes. Due to this a student who passes out of this programme gets a job late by our

"Generally good and bright students show interest towards the professional courses that can be letted in less time and completed in less time and can provide good job opportunities. Increasing the duration of B.Ed.

Students who are doing B.Ed. will have studied their respective subjects for 3 years in Bachelet and 5 years in Master do programme may attract less number of bright students." (Biswal, 1999) degree and 5 years in Master degree. So it seems that there is no need to teach them content of the subjects which they are supposed. subjects which they are supposed to teach in the school. In B.Ed. by only taking one more year we just mould them to become effective teachers. Only giving education about different methods and properties of teaching is enough. Other things they learn by practice

oches of learning the duration of any course then it also increases the cost involved in it. As it becomes If we increase students of low and average SES (Socio-Economic Status), though they are bright in studies, only show less interest towards the course. It also increases the cost on part of the university and the

of governments takes an innovative step by increasing the duration of B.Ed. programme, it does If any special benefit for the students who passed out through that programme, it does not the same way as the students who have completed R E4. at give says specially stated and the students who have completed B.Ed in one year. They are not getting any in any term except professional proficiency so, it seems to be no need to increase the duration of IFA programme arguments against one-year B.Ed. Programme

Tag arguments against one-year B.Ed. programmes are in realms of

the specific objectives given by NCTE in 1998 are very broad. And these should be achieved the limited duration of one year. Looking at these objectives it seems that it is very difficult to shire these completely in a short duration of one year.

The Emerging Indian Society' included in the theory part, mainly deals with factors and forces sening in Indian society. It includes Special Education, Value Education, Vocational Education, specified Education, Environment Education etc. It should not only be taught but also dealt in detail to spelar the vision of the prospective teachers. All other things in the curriculum like-Psychology of pasting and Learning, Guidance and Counselling etc., include many things that are important for the parentive teacher. And in one year B.Ed. programmes all these things of curriculum cannot be dealt oth is detail, though they are necessary for the teachers

The competency of a teacher in the content that the teacher is assigned to teach, plays a very aguificant role in determining the teacher's success in teaching. The teachers can put the pedagogical alls a effective use, only when he/she has got subject matter competency. With the enrichment of the deel curriculum in every year the subject matter competency has become all the more necessary. In reyer B.Ed. programmes, content of the subject is omitted from the curriculum on the argument that a unversity degree equips the graduates or post-graduates with the requisite knowledge of their species subjects. But it is felt that it is necessary to teach and learn the subjects from the point of view ampective teacher. By taking help of some experts of the education field, complex content, should be medied which could be taught from the point of view of the prospective teachers. When content is mit is an integrated manner if becomes very helpful to develop teaching competency.

Methods of teaching

Thre are certain assumed competencies that are required of all teachers, many of these appencies are related to the development of attitude, personal traits and skills. It is therefore, not much to teach theory subjects in the traditional fashion and prepare the prospective teacher for external summation. As B.Ed, is a professional degree, teacher educators have used some innovative techniques breaching And it also requires thorough preparation on the part of teacher educator, for this they and have enough time.

Pactical work

The teaching profession expects a variety of work experiences from teachers. Adequate scope half he there in B.Ed programme, for preparation of learning material, question bank preparation, region of tests, and preparation of different type of assignments." (Goel, 1999)

basice teaching.

Due focus should be given on microteaching and practice teaching because the crucial test of a hele's competency is his/her performance in school. In micro teaching the prospective teacher should This mough time to practice each skill adequately, because this is first time where he she is exposed taching skills. After each lesson it should be discussed with the teacher educators.

to the practice teaching phase, the prospective teacher's lessons should be arranged in such a way the ber aducator is able to observe (evaluate) at least half of a lesson (if possible full). By this the a thestor can give enough feedback to prospective teachers to improve their performance. Its gain

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would be acquisition of higher level of teaching competency. Thus practice teaching require the state of the supervision and adequate time. preparation, detailed supervision and adequate time.

Internship

nship
Internship is a very important component of B.Ed. programme but due to lack of time.

Internship is a very important component of B.Ed. programme but due to lack of time. Internship is a very important commends that, Internship in teaching should be for a stress is not given on it as much as it should be given. In many institutions internship is generally stress is not given on it as much as it should be given. In many institutions internship is generally stress is not given on it as much as it should be given. In many institutions internship is generally stress. stress is not given on it as much as a stress is not given on it as much as a stress is not given on it as much as a stress is not given on it as much as a stress in teaching should be for a period of due to time constraints. But research recommends that, Internship in teaching should be for a period of due to time constraints. But research theory that a trainee learns in educational psychology, and months. (Kakkad, 1983). All the theory that a trainee learns in educational psychology, and months. (Kakkad, 1983). The opposition of teaching should be applied in the school organization. The opposition of the contraction of teaching should be applied in the school organization. months. (Kakkad, 1983).

The opportunity organization, and techniques of teaching should be applied in the school organization. The opportunity organization, and techniques of teaching should be applied in the school organization. The opportunity organization and techniques of teaching should be applied in the school organization. The opportunity organization are the prospective teacher in the programme of interesting organization. organization, and techniques of the prospective teacher in the programme of internaling in teaching for this application can be given to the prospective teacher in the programme of internaling in teaching for this application can be given to the prospective teacher in the programme of internaling in the programme of internaling the p for this application can be given king full time in a school, as an apprentice for 8-12 weeks. By said where the student teacher is working full time in a school, as an apprentice for 8-12 weeks. By said the school of the scho where the student teachers would observe and learn different kind of activities of the school other than teaching.

ng.

To get such benefits the basic condition is to have internship in B.Ed. programme and it should be for 2-3 months. In one-year B.Ed. programmes, approximately 9 months are available as a working period, and from 9 months one cannot afford to have an internship of 2-3 months.

Co-curricular activities (CCA) It is a very important feature of B.Ed. programme. It leads to the overall development in personality. It includes morning assembly, cultural programmes, educational tour etc. In school, the personality. It includes the last has to organize such activities, for that they should participate teacher is not only a part of it but he also has to organize such activities have perfectly and participating in such activities have teacher is not only a part of the B.Ed., students are not participating in such activities because of examin such activities in B.Ed. But in B.Ed., students are not participating in such activities of examine such activities in B.Ed. But in B.Ed., students are not participating in such activities because of examine such activities in B.Ed. But in B.Ed., students are not participating in such activities because of examine such activities in B.Ed. But in B.Ed., students are not participating in such activities because of examine such activities in B.Ed. But in B.Ed., students are not participating in such activities because of examine such activities in B.Ed. But in B.Ed., students are not participating in such activities because of examine such activities in B.Ed. But in B.Ed., students are not participating in such activities because of examine such activities in B.Ed. But in B.Ed., students are not participating in such activities because of examine such activities in B.Ed. But in such activities in D.Ed. page of B.Ed. programme we can provide sufficient time gap or practical work. By increasing the duration of B.Ed. programme we can provide sufficient time gap or practical work. By increasing the gap of a study also states "The whole programme is a between CCA activity and curricular activity. Finding of a study also states "The whole programme is a between CCA activities of the state of the sta over-crowded that they (student) do not get time for participation in other activities." (Suhana, 1976)

A teacher's work is not only limited to the school. For the overall development of the child Relation with parents teachers have to meet the parents from time to time.

For that the teacher should know:

What to talk with parents;

how to give important suggestions for the development of the child

The prospective teacher should be prepared for this and proper training should also be given to

them. It could be put in an effective way by including it in theory as well as in practical work.

Thus increasing the duration of B.Ed. programmes will provide ample time for achieving all the

"Increase in duration of B.Ed. programme will provide a strong base for pursuing M.Ed. points mentioned above.

programme," (NCTE, 1998)

1. It should be preferable to have the duration of the course for two years. (Sharada, 1964) 2 Most of the teachers felt that duration of training course was not sufficient. (Gunju, 1973)

From the above arguments and recommendation it seems that there is a need to increase the duration of B.Ed. programme. But how i.e. in which mode it should be increased is also a debatable issue. Such suggested and probable models and its related problems are discussed below.

Alternative models to increase duration for all universities of India

Biswal in 1999 suggests the following models.

In this case the strength of the students at a time will be doubled in the institutions, which needs double infrastructure, double manpower and even we need more number of schools for practice teaching in this case the south of the case the country of the case the country of the case In this case the cost of teacher training will be nearly doubled for that the institution will require a large amount of money directly or indirectly from the central government.

In this mode, the B.Ed. training institutions would take students in the alternate years. Here, it may not create any problem for teacher training institutes in terms of manpower and infrastructure facilities. But it also creates are But it also creates some of the problems like.

Reduction of trained manpower.

Loss of one year for the students aspiring for B.Ed.

Admitting half the strength yearly ISBN No: 978-93-84845-24-7

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We have two sections (A & B) in function due to the high number of inputs i.e. 180. In this when we with first year and second year to in this mode. B.Ed. training institutions would admit half of the total intake strength of the students We have the input will be reduced to half i.e. input could be reduced to 90. Then the college will be section A & B. B. C. Then the college will be reduced to half. when the input with first year and second year like section A & B. But related problem is that the of completers will be reduced to haif B.Ed. programme of one year and three months

B.Ed. problems Sayajirao University of Baroda, application forms of B.Ed. are to be filled in As in the students who are appearing in the final exam of graduation or post-graduation are not able the said thereby fail to get admission. As a result they have to wait for 1 year to get admission. passed merely and mode of implementation may work out. That is if we would start distribution of hypothetical we could start the new academic year in January. In the month of May, teachers have sen in Sept. Oct.

The month of June and December, the students have to appear for the final exam of 1st sent sent sent respectively. In the next year in the month of June appear for the final exam of 1st in sensester respectively. In the next year in the month of January to April students would be going In semester and come to college only on Saturday to meet their respective teachers. (New batch of of intereship and sold be going for observation of school activities on Saturday in February and March.) Result assents would be declared in May. Still increasing the duration will not serve the purpose. Before starting the and he declared duration of B Ed. programme, we should be prepared for the maintenance of the system, as most of the new untested systems are prone to errors and problems. wil he schools be open for internship?

will the school are given in every two years or if intake is cut down by half will the education system be in the stand social pressure? against to stand social pressure?

a position to add the source policy to attract bright students toward B.Ed. programme after will be Government of India make some policy to attract bright students toward B.Ed. programme after will be duration?

cressing its duration? Though these questions are at present unanswered we have to find more alternative solutions to problems. We should not be discouraged looking only to a few alternatives. We have to find nor and more logistic and fool proof solutions to make ourB Ed. programme more realistic and quality we have to work hard to make the entire spectrum of B.Ed. forward looking. We have to gainize our strengths and minimize our weaknesses. We have to cross thousands of hurdles in the samey to make our education, life oriented and better than the best

Teacher and his education are very significant aspects of any nation. The education gives a new age to the individual and the nation as well. It is a well known saying that teacher is the nation builder. Be quality of teacher education programme needs to be up graded. Teacher education has not come up atterquisite standards. Teachers are not able to think critically and solve the issue related to teaching atlods, content, organisation etc. teacher education programme needs a comprehensive reform and according curriculum of teacher-education programme needs to be revised according to changing nets of society. No doubt a lot of stress is given on teacher-education course in India. Unfortunately still ten are several loopholes in the system. Hence the Centre and States Governments should join the and to bring the quality and improvement in the teacher education, then bright future of teacher distation is possible.

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EDUCATIONAL TECHNOLOGY IN TEACHING

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Abstract

Today, more than ever, the role of educational technology in teaching is of great importance because of the use of information and communication technologies. With the help of various applications for distance education, the Internet, teachers, and students themselves, they see the advantage of educational technology. The question is whether schools and teachers themselves are ready for the use of technology in education and whether they are aware of its benefits? In this paper, I try to give an overview of the importance and use of educational technology in the classroom.

Keywords: Educational technology, Technology and learning, School, Teachers, The impact of technology on learning.



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Introduction

Educational technology is a systematic and organized process of applying modern technology to improve the quality of education (efficiency, optimal, true, etc.). It is a systematic way of conceptualizing the execution and evaluation of the educational process, i. e. learning and teaching and help with the application of modern educational teaching techniques. It includes instructional materials, methods and organization of work and relationships, i.e. the behavior of all participants in the educational process. The term "teaching resources" is commonly used, although they are not synonymous (Pedagoški leksikon, 1996). The word technology is derived from the Greek word "techno" which means the willingness, skills, knowledge of the way, rule, skill, tools and "logos" which means science, word, learning, mental state. There is no single term for educational technology. Different countries use different terms and synonyms as educational technology, educational equipment, AV resources, the technology ofteaching...

Terminological differences mostly occur on the grounds of the approach to the technical characteristics and the use of modern appliances, and not their actual application in teaching i.e. their actual pedagogical application. For this reason, there are different opinions among teachers in the field of social and technical sciences. Therefore, the application of educational technology requires knowledge from several areas: pedagogy, psychology, didactics,

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computer sciences, informatics... Because of this diversity, there are also different perceptions of educational technology, where every author defines the concept of educational technology, according to their needs. Educational technology is still not being applied sufficiently, mostly for reasons of lack of school equipment necessary resources and insufficient qualification of teachers for the implementation of these funds. Educational technology has three domains of use:

- Technology as a tutor (computer gives instructions and guides the user),
- Technology as a teaching tool and
- Technology as a learning tool.

A number of authors (Clements and Sarama, 2003; Glaubke 2007; Dynarski et al. 2007) suggest that we should focus on five areas of software programs that have the potential to strongly influence children's learning experience:

- ➤ The educational value of the program,
- > Its ability to engage children in learning,
- Ease of use,
- Interactivity between the child and programs,
- The possibility that a software program monitors the progress of the child.
- ➤ Without unpleasant feeling of their ignorance, no frustration, and humiliation while for the most advanced children teaching will be boring.

The fast-paced development of technology is seen in every field and it eases our lives. It is a must to integrate developments in information and communication technology with educational programmes to keep abreast of contemporary education level. In today's changing and developing world, individuals are not expected to obtain knowledge from a sole source but they are encouraged to find ways to reach knowledge, use it when problems are encountered and create solutions by using information.

The importance of Educational Technology in Teaching

Since computers are still not widely used in many schools, the teaching process is dominated by traditional methods form of work where the teacher had enough interaction with students. Failure to thrive at their own pace and insufficient activity of students was one of the drawbacks of this type of learning. In class, we have children who are not uniform in knowledge and never pay enough attention to those who are not sufficiently mastered the

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material and those who are above their average. This difference is often hampered by teacher assessment work and how to transfer knowledge to a group of children with different knowledge. The teacher chooses to keep average to good teaching where children with insufficient knowledge would not get the necessary knowledge. The children with insufficient knowledge can progress smoothly without unpleasant feeling of their ignorance, no-frustration, and humiliation while for the most advanced children teaching will be boring. With the advent of educational technology in the classroom teacher, education is faced with the challenge that teachers integrate educational technology in their daily work. Numerous studies have shown that a small number of teachers is willing to integrate educational technology in their teaching activities (Becker, 2000; Hermans et al., 2008; Stošić and Stošić 2013; Wang et al., 2004). The reason is that there are two categories of teachers in the understanding of educational technology. Some of them have thorough understanding of modern technical appliances and their operation while others think it is necessary for them to gain additional technical knowledge of the appliances and methods, teaching methods, student-teacher relationship... These two groups represent a group of teachers between older and younger teachers. Older teachers during their study did not have the possibility of training with modern technical appliances, did not have the information technology, educational technology, while the younger generation of teachers possess the knowledge required for the use of educational technology. For a better understanding of educational technology requires a set of computer science, pedagogy, psychology, cybernetics, informatics. The knowledge teachers possess is sufficient for a basic use of education technology. However, educational technology is one big system. First of all, teachers have a basic knowledge of the use of educational technology. It takes far more professional training through a variety of conferences, courses, professional literature, seminars... in order to get a better knowledge in the use of educational technology. The fact is that under use of educational technology, primarily due to poor school equipment necessary resources, insufficient information and knowledge of teachers and the lack of interest and lack of motivation of teachers to use them. Teachers have to be motivated to use the same because the use of educational technology in teaching provides better interaction with students, better reception of information because the students receive knowledge visual, auditory and kinesthetic way. Among other things, an educational technology motivates students to work

independently where the student is more motivated to return to learning and working because modern technical equipment is widely available at any given moment.

The use of teaching materials prepared according to principles of technology of teaching is of vital importance to make individuals gain these qualifications and to make teachers design effectual and interactive teaching environments (Şahin & Yıldırım, 1999). The use of material in education plays important role to make students reach their targets more easily and make programmes be more successful by presenting effective environment for education. This is of great importance for effectual education. Because the element that helps student be qualified during education process is educational programmes. Especially, the use of material during education process is very significant for the success of the educational programmes of technology. "The use of material in education makes perception and learning easier. It arouses interest and brings liveliness to classroom. It shortens learning time. It helps permanence of the knowledge learned by students. It also makes students participate in topics and sparks reading and research. It carries events, facts and creatures with their real aspects to the class".

During process of teaching-learning technology, the selection and preparing of visual material are as important as the use of it.

Concordantly, visual materials should:

- ➤ Be chosen in accordance with the targets and behaviours of the lesson,
- > Give students chance for exercise and practice,
- ➤ Reflect real life by providing up-to-date information and data,
- Make topics concretize and line up from easy to difficult,
- ➤ Be designed according to the development features of students,
- ➤ Be used to emphasize the important points of topics

One of the technologies used effectively in educational systems is computer-aided education (CAE). According to the studies carried out in this field, computer-aided education (CAE) is more successful than traditional method. It was seen that computer-aided education (CAE) not only increases success but also helps high-level thinking of the students develop, accordingly, students learn better by comprehending rather than memorizing . Therefore, it is important to educate students who make use of technology when carrying out activities. Because of this, the plans and programmes of educational establishment should be worked out and revised.

The use of Technology and its Importance in Education

When technology is thought, state-of-the-art products that consist of high-quality information and technique come to mind. In other words, technology is associated with devices that have many useful properties. Technology is the application of the scientific principles and innovations to solve problems. Technology is an application of science. Computers, satellites and robots are regarded as devices that have emerged to solve problems as a result of the application of science.

Thanks to huge profits earned by producing high-technology commodities based on scientific and technical knowledge, industry has very big financial power to conduct new research and effort which create technical knowledge. Scientific knowledge is used to develop technology and new technology contributes to new innovations. Scientific knowledge and technology contribute to each other inter changeably. It has been a widely-known fact that each teaching method which is applied by educators has positive and negative aspects. The most important thing is that techniques must be chosen in accordance with the topics that will be taught so that better result can be obtained. Recently, it has been possible to have educational programmes that are rich in visual properties and share them with students with the help of computer technology. The most loved educational device by students has been computers so internet and computer-aided education are the most useful educational tools that can be employed in education.

The use of Technology and its Effects on Educational Establishments

The effects of technological developments on educational establishments have been different in relation to qualifications of these establishments. First, differentiation in the content of teaching and in the methods of direct teaching emerges by the use of technology products in education. Obligatory changes in teaching methods also affect the contents of programmes in teacher training schools.

For the school administrations, it is necessary to know the new opportunities of technology products and also legal problems emerged owing to the use of them. New contents such as internet crimes, ethic principles, patent rights, using a trade mark, violation of laws on the net, laws on national and local use of technology arise when educating school administrators. Another result of developments in communication and information technology is that various teaching fields, programmes and departments in higher educational establishments which study the use of technology have been started. This is an important effect of the use of

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technology in education. Universities spend lots of money on internet infrastructures, online libraries, online subscribed database, electronic publications, subscription fees. Additionally, higher educational establishments are obliged to provide academic staff with computers, scanners, printers, software, projection devices etc. which are expensive items. Providing academics with these modern and technological devices is an important criterion for Universities. It can be seen that there have been efforts to build cooperation between industry and university. Universities have increasingly been commercialized to contribute to the production of technological devices and to make money. It has been stated that developments and running of universities have been affected seriously by technology. Among the developments and innovations are effectiveness in educational service, shortening time taken to prepare programmes, arranging programmes, presentation, evaluation, outsourcing, increase in the number of people, firms, partners in the service, new university models, virtual universities etc. Another important issue is that academics are sensitive to the principles and rules determined for using computers and internet. Admittance, objection, approval of academic staff are of great importance to use technology in universities. As technology develops fast, the need for it also increases. As a result of the spread of the use of technology in education, it has been a must to determine the attitudes, trends, ideas of students related to technological devices.

Conclusion and Suggestions

The presence of educational technology is growing in the classroom. The new generation of kids come ready to work with these new technologies, which play an important role in children's learning and acquiring various cognitive knowledge so that educational technology must be incorporated into future curricula. The application of educational technology enhances skills and cognitive characteristics. With the help of new technology comes an explosion of learning and receiving new information, especially on mobile devices.

Teachers have been using new technologies in the classroom. However, the development and application of new technologies grows as a measure that is the question of whether teachers are trained to keep up with them. Here we have two problems. Are the teachers have the ability to use educational technology and whether the school is sufficiently equipped with all modern technical means? Numerous studies were carried out, some are still ongoing, but we have to find the right strategies to apply educational technology in teaching.

It is known that technological devices used in educational establishments are not adequate in numbers as desired, mainly computers and internet access. However, the issue is not only shortage of hardware or software materials. Teachers should be trained to make use of these devices and to solve any problems related to the use of them. And also, students' good knowledge of computer and internet skills opens new dimension in their relations with administrators and teachers at school. Increase in investments which will enable the use of technological products more should not be sole target. It should be in accordance with the efforts to realize the targets set for the educational system by society. Otherwise, to support only technology-centred development without taking any variable into consideration could cause more problems instead of solving the existing ones. The use of technology in education, computers and related hardware and software, internet network, packaged software, user statistics should not be evaluated as quality variable alone. Instead, contents of programmes and arrangements should be stressed.

One of the benefits technology provides is that educational programs based on memorizing is given up and preparing programmes based on principles of active learning is adopted. The aim of contemporary and modern education is to train people who are creative, qualified and who produce knowledge. Therefore, teachers should make effort to reach this aim. Importance should be attached to the developing the contents of curriculums and modernizing the programmes of technology education to keep abreast of technological developments and educate individuals who are technology literate. The following points should be of first priority:

- > Updating the programmes of technology education in primary and secondary schools,
- The use of new educational technologies and electronic online environment,
- ➤ Increasing the number of computers in schools,
- > Training teachers who have up-to-date information and attaching importance to inservice training,
- Stressing internship practice,
- Modernizing the equipment in labs,
- ➤ Better foreign language education (especially English),
- Increasing the number of departments of technology education in universities,
- Attaching importance to the applied lessons where students of teacher training schools can acquire skills and knowledge for using technological tools,

- > Organizing in-service trainings for teachers to keep in touch with the latest technological developments in education and effective use of technological tools and devices with the help of qualified academic staff from departments of computer technologies education,
- Encouraging faculties related to technology education to be member of the international organizations for technology education such as WOCATE (World Council Of Associations For Technology Education),
- > ITEA (International Technology Education Association) and to cooperate with them,
- ➤ Holding international conferences on technology education,
- ➤ Benefitting from international student exchange programmes,
- > Cooperation with the national firms that encourage technology to direct technology education for the needs of the country and preparing and arranging educational programmes within this frame.
- ➤ Technology education lessons should be obligatory in primary schools.
- > Independent technology education lessons that follow each other should be included in the curriculums of primary, secondary and higher educational establishments.

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RESEARCH ARTICLE

EFFECT OF ACTIVITY BASED INSTRUCTIONS IN IMPROVING WRITING SKILLS AMONG CHILDREN WITH PROFOUND HEARING LOSS AT PRE-PRIMARY LEVEL

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ABSTRACT

Assessment and evaluation are key aspects of teaching and instruction, which serve to promote learning through better planning. Writing as an integral component of literacy, deals with convention and purpose – essentials that need to be incorporated in children to develop them into quality writers. writing evaluation has been catered on holistic grounds for much of the time however, for novice and challenged writers some analytical criterion has been proposed in literature. The present study was designed to find out the impact of Activity based instructions in improving the prewriting skills among children with profound hearing loss at pre-primary level. The present study will address the impact of activity-based instructions by using Auditory, visual and Motor activities. Learning effectiveness was evaluated by comparing its results with traditional methods. The hypothesis was raised and field validated questionnaire was used as data collection instrument. The study was conducted in five sessions by using activity-based instruction. The pre and post test results appears to be a favorable progress in learning. Significance difference was found in the mean scores in achievements in literacy skills between pre and posttests. The main scores of post test scores are higher than the pretest. The activity-based instructions are more effective than the conventional method. It was recommended that teachers should use this method effectively at preschool level.

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INTRODUCTION

Writing is a mean of communication; it can also be a tool for reasoning and learning, (Bangert-Drowns, R. L., Hurley, M. N., and Wilkinson, B. 2004; de la Paz and Felton, 2010; Nuckles, M., Hubner, S., and Renkl, A. 2009). Writing being an integral component of literacy development has been identified as a challenge for the novice writers. The elements of writing as in reading are dependent upon purposive efforts conducted during instruction process. The art of writing comes natural to many as they tend to get involved in more reading experiences.

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According to Sturm and Koppenhaver (2000), writing composition may involve a complex thinking process that must integrate multiple components including the topic or theme, i.e. choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription. Writing competence on the other hand relies heavily on coordinates that include vocabulary, knowledge of syntactical structures, planning, composing, reviewing and revising a written product. According to DSM-5 (American Psychiatric Association, 2013, pp. 66-74) the diagnostic criteria for "impairment in written expression" entails sub skills involved in spelling, grammar, punctuation and written composition. These sub skills include spelling accuracy, grammar and punctuation and clarity in organization of a written expression. Typical writing development has been addressed through certain theories and philosophies as it has been considered as a complex phenomenon.

Graham and Harris (2011) have summed up these theories as having cognitive and motivation basis. One category of such theories deal with the mental operations while the other talks about motivational resources. Students with disabilities are identified to suffer more challenges than their peers owing to different mental operations leading to sensory and/or motor deficits. The researchers have further identified a link between disabilities and writing development, i.e., about 19 of every 20 students with disabilities fail to acquire writings skills required for school success (ibid.). Deafness is a sensory disability which hinders language development and at times it is referred to as a disability of language itself. The limited language casts its effect on reading development because of the missing element of "phonological processing". The same is held responsible for a poorer writing skill in deaf students. According to Mather, Wendling, and Roberts (2009), poorer phonological awareness hinders a person to guess the order of sounds and poses difficulties in identifying and remembering orthographic forms of words. Researchers and scholars have long been working to find a crucial linkage that could serve as a bridge to neutralize the effects of hearing loss on writing competencies. Andrews, Shaw and Lomas, (2011) have reported that students who are deaf typically find reading and writing challenging. Many of them have found reasons in the cognitive domains, while others have raised elements in the process of writing itself.

Berninger (2009) postulated a significant link between memories in general and working memory is particular while during writing that may cause a fault Malik and Naseer ud Din 3 especially for deaf writers. He has referred to problems with spelling, grammatical structures, morphological awareness, organizing information and translating thoughts in a written product. Literature has generously reflected upon measures that can improve reading and writing. Referring to writing itself, certain evaluation paradigms have been developed in past that could readily quantify a written sample on a given scale and may also comment on the missing links. Such analytical tools have identified many elements about good written products to the benefit of teachers and instructors investing in writing skill development. On a similar construct however, McCardle, P. (2002), has discussed "Inside-Out" and "Outside-In" skills as a pre-requisite for literacy development which have been reported to be predominantly effected in deaf children. Moores (1978) pointed out the deaf students lag significantly behind their peers with hearing issues in aspect of convention of writing. However, Mayer (2007) and Watson (2002) have identified severe language deficiencies as a factor contributing towards a poorer use of higher forms of language, including cohesion and coordination. Owing to the difficulties and delays in the writing process, Marschark, Lang, and Albertini, (2006) reported a gap in terms of writing skill levels among hearing and deaf peers by quantifying that a 17-18year-old deaf student write at par with hearing peer who are 8-10 years old. Literature in general is indicative of a similar perspective about writing skills of deaf and talk about a lack of cohesion among sentences, higher syntactical errors, lexical variations and elaboration of content (Devilliars 1991; Maxwell and Falick, 1992). On the vocabulary fronts of language, research reflects upon a severe delay in terms of lexical items development, use of markers and spellings (Paul 2001; Marschark, Lang and Albertini, 2002). In light of the valuable information about written deficiencies of the deaf, linguists have established tools and protocols through which such challenges could be intervened.

The solution regarding these struggling writers and respective evaluation strategies of their written content could be traced back in models proposed by Berninger, Vaughn, Abbot, Begay, Coleman, Crutin, Hawkins, and Graham, (2002) and Saddler (2006). In an undaunted fashion, researchers have identified challenges for deaf writers in terms of grammar, spellings, punctuation at one hand (lower order skills), while generating ideas, sequencing and revising of the content (higher order skills) as on the other. Looking back the timeline, Yoshinaga- Itano and Synder (1985), while working on the writings of the deaf children, have proposed a five-point criterion through the use of which inadequacies could be witnessed in the writings of deaf students. The list includes of items include (1) number of sentences and words used in composition, (2) complexity of syntactic form, (3) analysis of error and their categorization, (4) quantitative use of parts of speech and (5) quantitative analysis of types of transformational grammar. Much Writing Skills Development among Students with Deafness at Elementary Level 4 earlier, however, Powers and Wilgus (1983) proposed a scheme based on syntactic domains for assessing the writings of deaf children. The key concerns highlighted were a repetitive usage of a single pattern, use of variety of simple patterns, and deficiencies in terms of usage of adverbial/gerundial phrase or compound and complex sentences. Heefer and Shaw (1996) worked upon six-dimensional syntactical criteria including ideas and content development, organization, voice, word choice, fluency and convention. On the qualitative sides, however, research signifies elements that reflect upon the quality aspects of a written product. Elements, e.g., ideas and content, voice, word choice, introduction, character, opening, ending, linkages across paragraphs, and originality, contribute to the qualitative aspects of a writing sample. Harris and Graham (1992) offered more specific suggestions for analysing the message quality including introduction to main character statement of time and stay, description of locale, actions of linked reactions.

Children with Hearing Impairment lacking writing skills due to with various reasons like poor memory academy curriculum. They also need to improve reading ability to become selfreliant and independent. As the activity-based instructions is appeals to those who enjoy learning through doing and gives fun to motivate the students, this activity-based instruction has been selected be an important technique to develop writing skills among the children with hearing impairment. Further this technique may be helpful in teaching other concepts like reading. Thus, it is very important to teach pre writing skills to children with and those without hearing impairment. Writing is the most sophisticated and complex achievement of the language system. In the sequence of language development, writing is typically the last to be learned although the early literacy approach encourages children to write even before they learn to read. Through writing, we integrate previous learning and experiences in listening, Speaking and reading. Proficiency in written language required and adequate basis of oral language skills, as well as many their competencies. The writer must be able to keep one idea in mind while formulating the idea into words and sentences, and the writer must be skilled in planning the correct graphic form for each letter and word while manipulating the writing instrument. The writer must also possess sufficient visual and motor memory to integrate complex eye-hand relationships. Mainly, there are five stages of writing process any stage can be skipped and returned it later.

These are; Prewriting, Drafting, Revising, Editing and Publishing. Learning the writing process is important for the student as if enables students to express their thoughts. Writing is not automatically acquiring, but has to taught. For the children with Hearing Impairment learning to write becomes more difficult as they learn language and writing at same time. Sometimes writing is also used to develop language. Therefore, development of writing skills should start early being very early at the preschool. Each activity is designed to have a component of literacy. The writing programme need to be more differentiated, aims clearly defined as a activity vary to the needs of children. The writing programme should provide materials, experience activity to learning to write as well as for writing to learn. In Traditional Method of teaching the instructor is viewed as the pivot in the classroom, responsible for all actions and guaranteeing that all class room message goes through him or the deductive strategy for instructing. Conventional technique is content focus. In this, instructor remains more dynamic, more subjective and less affective (Singh (2004). Conventional techniques are concerned with the review of true information and mainly disregard higher levels of rational outcomes (Rao, 2001). Traditional teaching strategy works against the normal working of human mind (Weber, 2006). Students are involved in repetitive learning. Instructor forces the students to repeat the material that has been told to them. Corporal punishment, hatred of the teachers and frightening role of commanding teacher is noticeable generally in our classrooms. During the long conventional teaching periods, interests and consideration of learners can't be looked after (Cangelosi, 2003).

Conventional strategy is an instructor focused technique. In the conventional technique, a lot of tension is laid on the educating of course book by utilizing the technique, which is alike, an adjustment of the Grammar-interpretation strategy. Traditional teaching strategies are defined as being teacher-arranged, in a speech style and are firm. Lessons are typically educated by the teacher presenting skills utilizing a blackboard joined by a verbal clarification or lecture. According to reformers, traditional instructor-centred techniques concentrated on repetition learning. Traditional teaching strategies tend greatly toward class address book knowledge through repetition and retention of actualities, equivalences and formulas. Recitation as a general rule comprises repeating without tending what the book or teacher has communicated. "The teachers are ignorant of the current investigations in the field of dialect educating. The part of instructor inside the class is dictator with the minimum contribution of the learners." (Behlol, 2009, pp.2-3).

Activity based instruction is the form of learning, the learner is actively young aged in a task the focus is on making the abstract to concrete learning. It can be teacher-driven, which direction form and instructor-or learner-driven with the learner having with freedom to explore. With younger children there will be definitely we lost of the recognizable physical activityperhaps physically manipulating coins to learn money, are moving the hands on a paper clock to learn to time. with older children there will still be active problem-solving curing even if it is with pen and paper more than blocks and counters. Even students in tertiary study can experience active learning. (Francis Harris, 2007 May 07). The purpose of the study is to examine which of activity instruction or conventional method is a better practice to be followed in pre writing skills to children with hearing impairment or in other words to the activity-based instruction is more effective than the traditional

way in teaching pre writing skills to children with hearing impairment. Pre writing skill is a complex task and so it was chosen for the study. The researcher would like to compare the differences in the experimental group.

Review of Literature: Karchmer and Mitchell (2003) reported that 75% of all children who are deaf or hard of hearing receive their education in local public schools. A common goal of professionals working with children who are deaf or hard of hearing is to give children age and developmentally appropriate skills in order for them to be equivalent to their hearing peers. Having equivalent writing abilities is no exception. A study by Anita, Reed and Kreimeyer, which looked at the writing of children who are deaf or hard of hearing in public schools, reported that these students score within the low-average range when tested on contextual conventions, contextual language, and story construction. The study also indicated that although approximately half of the students scored in the below- average range, 17 % scored above-average and 32% scored average (2005). In a literature review of a study conducted by Conway (1985), Williams (2004) looked at the purpose of writing for children who are deaf or hard of hearing. For seven months he observed and collected writing samples of children five to six years of age who were enrolled in a self-contained auditory-oral kindergarten program. Conway suggested that writing is a meaningful activity for children who are deaf, and also fulfils individual as well as sociocultural purposes alike those of hearing children (Williams, 2004). In other words, writing in itself is a social process that represents a means to communicate a message to someone else and this applies to all children (Dorn, Soffos, 2001).

The study by rule and Stewart (2002), researchers found that fine motor activities benefit all kindergartners. In this quasiexperimental study, 186 kindergartners were divided into experimental and control groups. Again, the assignment was not random or matched, but based on voluntary teacher participation. The researchers used a pre-test and post-test to assess participants' fine motor skills through a penny posting test. after receiving a treatment of 50 unique activities embedded into daily curriculum to promote fine motor development spread across a 6-month period of time. The fine motor activities were inspired by Montessori's emphasis on "practical life" materials including tweezers, tongs, and spoons to handle objects (Rule and Stewart, 2002, p. 10). The authors also reported there was no significant difference in performance by gender. In an experimental study, Bara and Gentaz (2011) found a link between visual -motor skills, perceptual skills, and handwriting. The 23-study included 38 typically developing native French-speaking kindergarteners who were divided in to two training groups. Groups were created by matching children on various measures including: 1) letter recognition, 2) phoneme identification, and 3) handeye coordination as determined by scores on screenings conducted by the researchers. One group received visual training for five letters and the other group received visualhaptic training. Training involving visual-haptic (visual perceptual and tactile perceptual) activities increased the letter recognition and global handwriting quality of the participants vs. those who only received visual training after five training sessions. It should be noted that both groups' scores on letter recognition, letter handwriting, letter copying, and global quality of handwriting increased significantly on assessments after training.

The researchers indicated that utilizing visual-haptic exercises, including feeling physical letter shapes, increased the participants' abilities in letter recognition and global handwriting quality. The authors noted that "the representation of letters in the brain is not only visual but includes a motor component" (Bara and Gentaz, 2011, p. 756). In a correlational study by MacDonald et al. (2016), preschool children's visual motor integration skills (tracing, copying, imitating a building with blocks, folding a paper with specific instructions, etc.) assessed in the fall were found to have a small correlation with executive function skills later in the school year. The study was conducted with 92 children ages 3 through 5. All participants were administered 21 a pre-test and post-test that assessed visual-motor integration and executive function skills, once in the fall and again in the spring of their school year. A small correlation was found between fall time visual motor integration skills and spring time executive function skills, suggesting that visual motor integration skills provide "the foundation for the development of executive function skills" (MacDonald et al., 2016, p. 404). However, the authors noted that in this study, visual motor integration skills assessed in the fall of the school year did not have a statistically significant correlation with the change in executive function over the year (.10 effect size).

Objectives of the Study

The objectives of the study were

- To study the difference between pre and post-test achievement of mean scores of pre writing skills among children with profound hearing loss in experimental group taught through activity-based instruction
- To find out the pre-test and post-test achievement mean scores of pre writing skills among thechildren with profound hearing loss with reference to motor activity.
- To find out the pre-test and post-test achievement mean scores of pre writing skills among children with hearing impairment with reference to visual activity
- To find out the pre-test and post-test achievement mean scores of pre writing skills. among children with profound hearing loss with reference to the auditory activity.

RESEARCH METHODOLOGY

The study was adapted quasi experimental one group pre and posttest design. The purposive sampling technique is used to collect the data and the sample consists 30 hearing Impaired children with profound hearing loss from various centers of Hyderabad and Ranga Reddy Districts.

Tool Development: Besides a thorough review of literature, an observation was conducted before any formal attempt on tool development was made. The population consists of Children with hearing Impairment studying in preschool from Hyderabad and Ranga Reddy Districts. The sample for the study was drawn from various centers located at Hyderabad and Ranga Reddy Districts. The chronological age of the subject ranges from 8-12 years. The total sample size was 30 (Girls + Boys) sample from preschool stage children. The children with profound hearing loss were included for the study.

A Total of 30 students with profound hearing loss between age range of 3-6years were assessed using the writing skills assessment tool for identifying the writing abilities. A self-designed tool was prepared to teach pre writing skills to the single experimental group the researcher used to teach improving writing skills through three activities i.e (Motor, visual and Auditory) for developing motor activities used the real object clay , paper , balloon , spoon , thread , beads , stone , jug and flash cards ,for developing visual activities used the real objects flower , banana , apple , brinjal , ball , paper ,pencil and shapes of triangle , circle with appropriate amplification in suitable environment To develop auditory activities the researcher used the real objects of model of Alphabets, crayons, red, blue, green copy, book etc.

Procedure: The tool was administrated to the selected profound hearing loss Boys and Girls in accelerated learning camp for the deaf, Hyderabad. The investigator personally met the student and explain about the nature and purpose of the study. The conducted pre-test and post-test evaluation for each sample. Before intervention researcher conducted a pre-test on pre writing skills and scoring was recorded. the subjects in the experimental group were taught through three skills for motor, visual and auditory activities to improve pre writing skills. For the present study task analysis check list was used for the assessment and recording the achievement for pre and post-tests of students related to pre writing motor activities Like;

1)Take clay and do round shape 2) press the balloon in your hand leaves it 3) take paper and made shape 4) put the beads in the thread 5) with the help of fingers take the stone and put it in other jug,and for Visual activities like 1)Join the dots 2)Draw the picture 3) Draw the state line 4)Draw the triangular 5) Draw the circular and for Auditory activities;1)Listen the alphabets and show 2)listen the word and show the difference 3)listen word and do action4) Tracing the word 5) Join the dot and complete the picture. The researcher conducted the single experimental group intervention for teaching through motor visual and auditory activities to improve pre writing skills. the sample was collected from the government special school for the deaf.

Intervention: The five sessions made for each activity, the duration of one session was 30 min for each experimental group. in 30 min the teaching was about 20 minutes for each experimental group. In intervention process out of 30 minutes for teaching session was about 20 minutes and remaining 5-10 minutes allotted time for evaluation activity. After evaluation of the test papers marks were taken as a score.

Analysis of the data: Data was analyzed by using descriptive statistics used calculate Mean and SDs for pre- and post-scores. Inferential Statistics used to Test hypothesis paired t-test was used to compare the pre- and post-scores on the performance.

Scoring criteria: Following is the tabulation of data which was considered while making inferences and conclusion. Table 1, 2 and 3 below reflect the findings about the Pre writing skills.

Objective – I: Pre writing skills in experimental group taught through Activity-based

Table 1.

	N	Mean	SD	T value -7.56 P< 0.01 df=29
Total Pre test	30	14.63	2.27	
Total Post test	30	20.87	1.68	

Mean and SDS for pre and post score son performance of students by using activity-based learning scores were computed. The findings of this study indicates that post-test mean scores are higher than the pre-test mean scores and t-value indicates that there is a significant difference at 0.01 level

Objective -II: Pre-Writingskills with reference to Motor Activity

Table 2

	N	Mean	SD	T value 3.17 P< 0.05 df=29
Pre test	30	4.00	.87	
Post test	30	4.70	1.06	

Table -2 shows that Mean and SDS for pre and post test scores were significantly different and t values indicated the difference between pre and post scores at significant at 0.01 level of significance indicating that intervention is effective.

Objective – III: prewriting skills with reference to visual perception

Table 3.

	N	Mean	SD	T value -10.42 P< 0.01df=29
Pre test	30	6.53	1.33	
Post test	30	8.57	0.77	

Table -3 shows that Mean scores obtained by the sample in the pre-test is 6.53 and SD post-test mean score is 8.57. the calculated t – value is significant at 0.01 level. Hence pre and post-test mean scores of pre writing skills among children with hearing impairment with reference to visual perception is significance.

Objective -IV: prewriting skills with reference to Auditory activity.

Table 4

	N	Mean	SD	T value -7.56 P< 0.01 df=29
Pre test	30	4.10	1.32	
Post test	30	7.60	1.33	

The above table 4 Shows that the combined mean score of students on the auditory skill was 4.10 which increased up to 7.60 and the SD 1.32 to 1.33. The increase the mean and decrease in SD, reveals the achievement scores of auditory skills of children with hearing impairment at pre-primary level is significant at 0.01 level.

Findings of the study

The following findings were drawn by the study

There was a significant difference inpre and post-test achievement of mean scores of pre writing skills among

- children with profound hearing loss in experimental group taught through Activity-based instruction.
- There was asignificant differencein pre writing skills among the children with profound hearing loss taught through auditory activity.
- There was significant differencein prewriting skills among the children with profound hearing loss with reference to motor activity.
- There was a significant difference pre writing skill among children with hearing impairment with reference to visual perception

DISCUSSION

Development of pre writing skill in children with hearing loss is a complex task, the findings of the study reveal that activity-based instruction is more effective than the conventional method of teaching. The results in table 1 shows that there was no significant difference in the pre-test means scores and post-test mean scores of experimental groups on developing pre writing skills. The results of table -2 shows that there was a significant difference between pre and post scores in developing pre writing skills with reference to motor activity.

The findings of the study support that earlier study findings in Stewart (2002), the fine motor activities were inspired by Montessori's in developing pre writing skills. The results of table 3 shows that development of pre writing skills with reference to visual perception in developing pre writing skills among children with hearing impairment significance. The results of table 4 shows that the development of prewriting skills with reference to Auditory activity in developing pre writing skills in preschool learners reveals the achievement scores of auditory skills of children with hearing impairment at pre-primary level is significant. The findings of the study reveals that the findings of the Bara and Gentaz (2011) found a link between visual -motor skills, perceptual skills, and handwriting.

CONCLUSION

Activity based instruction is more effective in development of pre writing skills in children with profound hearing loss at preprimary level.

Recommendations

The findings of the study would be beneficial teacher, and other professionals working in the area of hearing-impaired children to educate them. (b)The teachers, principals or learners and professionals would employee whole world.(c)Method for teaching writing to children hearing impairment in the various settings, where special education is offered. On the basis of the research conducted by the investigator, the following suggestions are made for further study

- Similar studies can be conducted between the hearing aidusers and cochlear implants children with hearing impairment for Activity based instructions.
- Similar study may be conducted in at primary level for developing writing skills.

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Improving Teacher Qualityto Face Global Challenges

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Research shows that teachers are the single most important factor in student learning in schools. Students who have access to highly qualified teachers achieve at a higher rate, regardless of other factors. Teachers to be highly qualified must be well prepared, especially in improving the quality of education facing global challenges. For this purpose, we need teacher education reform that aligns teacher preparation with the demands of an emerging information society and an increasingly interdependent world. One concern focused on the quality of students who plan to enter the teaching profession. Generally, teacher profession is not attractive both for the prospective students and for the qualified experienced teachers, because of the low of teachers' welfare. As the result, the good potential students prefer to enter the other profession than enter the teaching profession, while the qualified experienced teacher, draw away from teaching profession and then enter the other profession that ensure better welfare whenever they have the opportunity for doing that. For the teaching profession to be attractive there is a need to improve teacher, welfare by increasing their salary and providing good work condition that support them to carry out their task professionally. The second issue is program reform, which led to the development of standards of teacher preparation in various fields, and changes the curriculum itself. Teacher's quality, knowledge of technology, curriculum are the important challenges faced by teacher education in the context of globalization.

Key Words: Teacher Quality, Professionalism, Education, Globalization, Technology

Introduction

Globalization has brought a great effect to human life not only in economic issues, but also in political, social, and cultural issues. Its effect can be positive, or negative, depends on the quality of human resources. Indeed, human resources with low quality will fail, whether the only human resources with high quality standard will succeed in facing global challenges. Now is the moment when globalization will give rises to two possible alternatives for everyone and every nation. The globalization may be as a threat or maybe as an opportunity. To be successful in facing global challenges, everyone or every nation must have great efforts to change the threat to be opportunity. These efforts must be supported by the improvement of human resources.

To produce human resources with high quality, we need education with high quality toe. In fact, according to the demand of facing global challenges, we need to improve the quality of education and develop education standards that contain global and international issues. According to the Guidelines for Global and International Studies Education (United States, 2002), among these issues are: what should all our students be expected to know and understand about the world? What skills and attitudes will our students need to confront future problems, which most assuredly will be global in scope? How are the global and international dimensions of learning being addressed by the new academic standards? What do scholars from the international relations discipline and experienced practitioners of global education believe students should know, and how can these insight best be incorporated into the existing standards? What global and international education guidelines are appropriate for precollegiate education? How schools implement these guidelines when confronted with so many

The answers of the questions stated above present an array of diverse approaches. contents, skills, methods, and values. We need to develop a high quality education system in which every student can be provided access to the educational components that are essential to such system . These are such components are as follows:

- A qualified and inspiring teacher in the classroom
- A rigorous curriculum that will prepare all students for success in pc.::secondary
- Current textbooks, technology, and instructional materials aligned with learning
- Adequate learning support services.
- Qualified school or campus administrators, to maintain an educational culture that is inviting and safe, and that places a high value on student achievement
- A physical learning environment that is safe, well equipped, and well maintained.
- All the components stated above should be provided to every students enrolled in public education, from preschool to university level.

A Strive towards Professionalism

For education to improve, all the teachers must have a global perspective, well prepared and provided with on-goingprofessional development and appropriate support. All teachers have to fulfil the standards of professional teacher. For this purpose, we need standards with international scope and how to achieve these

Based on the standard of the International Society for Technology in Education (ISTE), the National Council for Accreditation of Teacher Education (NCAT), the Association of Educational Communication and Technology (AECT), there are some characteristics of professional teachers. Among of these characteristics are as follows:

- In general, the competent teacher should have, and continually develop, the knowledge and skills in learning technologies to be able to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess and evaluate information from various media.
- The competent teacher should use that knowledge and skills to assist learners in solving problems, communicating clearly, making informed decisions, and in constructing new knowledge, products, or systems in diverse, engaged learning
- Particularly, the professional teachers should have mastery about basic computer/ technology operations and concept, be able to apply technology in instruction, apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computer and technology.
- The professional teacher should understand the changes in information technologies, their effects on workplace and society, their potential to address lifelong learning and workplace needs, and the consequences of misuse.
- Furthermore the professional teacher should be able to use telecommunications and information-access resources to support instruction.

There are some effective strategies can be implemented:

- Improve the Curriculum of The Teacher Education by Competency Based, Broad Based, Life Skills, and Technology Based. The Competency-Based Curriculum represents an approach to instruction which emphasizes the application of knowledge in a manner which may be observed or measured. Competency-Based Curriculum guides focus on a comprehensive view of each course of study which is delineated into its essential components, a listing of the most important objectives to be mastered, and the competencies which every student should be able to demonstrate after instruction is completed. Competency-Based lessons require students to engage in activities designed to apply learning with an increased emphasis on higher order thinking skills. Students are evaluated not only on knowledge, but primarily on their ability to perform tasks associated with the knowledge acquired.
- Likewise an education in life skills is designed to help children and young people to learn the skills they need to deal with the likely demands and challenges of

modern life, help children develop a broad range of personal, social, cognitive and environmental skills

- Furthermore the philosophy underlying the organization of the curriculum is to provide students with the broad base of knowledge and skill which will not only allow them to compete successfully for high quality entry level positions, but will also provide the basis for lifelong success.
- The technology base is more concerned with giving a broad overview of the various technologies available, the functions they can perform and their advantages and constraints. In addition to studying the current capability of a technology, students should be given some insight into how that technology might develop in the future.
- Prepare New Teachers to Use and Integrate Technology. This can be done by integrate technology applications into pre-service teacher assignment and activities. We mean by technologies especially learning and teaching technologies are those methods and practices used to learn and to facilitate learning. It is the way we learn and the way we teach. It includes the tools we use and instructional design we apply. Technology in learning refers to both tools (the hardware, software, networks, etc.) and the processes (the methods and strategies used for instructions, the design of our educational organizations, learning management systems, etc.)

According to Gradler (2002), 'a growing challenge in education is establishing and implementing strategies to develop the skills and knowledge necessary for teachers to effectively use technology as instructional tools. The extent to which teachers are prepared to infuse technology into curricula and instruction is a major contextual factor'.

The problems may appear in this case are: what strategies are effective for preparing new teachers to integrate technology, and what can school leaders do to enable teachers to make effective use of technology.

Research findings cried out by Abbot&Faris (2000) indicate that effective strategies for preparing new teachers to use and integrate technology are: demonstrate infusion of technology into instructional practices, require that college faculty use technology in their courses as learning and teaching tool. Preserves elementary teachers learn technology integration strategies by working with and observing practicing teachers and students while they use technology.

In order to integrate new technologies into the curriculum, teachers will have to select appropriate software, construct new lesson plans, resolve a number of logistical problems, and develop appropriate methods of assessing student work.

Select the Teacher Based on Professional Competency and Professional Responsibility. In order to ensure the high quality of education, the Government should select the teacher based on professional competency and professional responsibility. In this case, it should be taken into account that not all of the teachers who have professional competency have also professional responsibility. They are as follows.

- To their subject,
- Totheir students;
- Totheinstitution of which she is a part;
- Totheirprofession; and
- Tothecommunity at large.

The greatest problem in teaching is how to create, sustain, and motivate good teachers throughout their careers. Recruiting and preparing high quality teachers must remain

Provide Enough Expenditure to Provide Technological Learning Tools and Equipment. When a school or district decides to implement education technology into the curriculum, one of its overriding goals must be to create plans and policies for all members of the learning community to have equitable access and use. Appropriate funding and professional development represent the key means of supporting equitable access and use of technology to ensure technology literacy and to support meaningful learning for all students.

Education technology consists of a wide range of hardware, software, and technical equipment used in schools to promote learning. Computers, CD-ROMs, the internet, e-mail, television monitors, video equipment, and satellite systems for distance learning are some of the education technologies that schools are using.

The education Technology is categorized into four basic uses:

- Tutorial
- Exploratory
- Application
- Communication
- Tutorial use includes expository learning, demonstration, and practice. Examples are drill-and-practice software, tutoring systems, instructional television, computerassisted instruction, and intelligent computer- assisted instruction.
- Exploration applications may promote discovery or guided discovery approaches to helping students learn information, knowledge, facts, concepts, or procedures.

Examples are CD-ROMencyclopedias, micro worlds, hypermedia stacks, network search tools, and microcomputer-based laboratories

- Application uses help students in the educational process by providing them
 with tools to facilitate writing tasks, analysis of data, and other uses. Examples
 are word processing and spreadsheet software, database management
 programs, graphic software, desktop publishing systems, hypermedia, network
 search tools, and videotape recording and editing equipment
- Communication uses are those that allow students and teachers to send and receive messages and information to one another through networks or other technologies. Examples are interactive distance learning through satellite systems, computer and modem, cable links, and e-mail

All Teachers must be well provided with On-going Professional Development and Appropriate support. If we are to improve education, we must avoid the tendency to rely on simple generalizations and dichotomies. We need to attend to pre-service and in-service issues in improving teacher quality. We need to be discerning in the kinds of professional development that we support.

Teacher quality is not solely determined by a credential or degree, and we should think of it as a characteristic that evolves throughout a teacher's career, rather than as a static achievement. Teacher quality is an attribute that grows or diminishes based on conditions in which a teacher works, personal motivation, and opportunities for growth and development.

In order to make effective use of educational technology, not only new teachers but all of the teacher should have to master a variety of powerful tools, redesign their lesson plans around technology-enhanced resources, solve the logistical problem of how to teach a class full of students with a smaller number of computers, and take on a complex new role in the technologically transformed classroom. All teachers should recognize that they will never stop learning.

Enhance Teacher Welfare. To do the task as teachers professionally, need full concentration and inspire by the teacher. Indeed, for the teachers to be able to concentrate and to be inspiring teachers in their professional tasks, their welfare should be reasonably fulfilled.

Quality teachers can be attracted, and retained by the promoting of an atmosphere of positive support for education, providing improved training and professional development, increasing teacher salaries, and installing outstanding facilities. Furthermore, special efforts must be made to attract to these schools qualified teachers who have the disposition and passion to persist in challenging environments.

and these teachers must receive the support necessary to enable them to improve their effectiveness.

In order to attract individuals to the profession and retain them, teacher salaries should be attractive for both new and experienced teachers and salary schedules should offer opportunities for increased compensation without leaving the classroom. In addition, we must create a school culture in which teachers assume leadership roles in school decision-making, collaboration occur on a regular basis, professional development is on-going, and new teachers are supported. Investment in the professional development of the teachers should not be lost by incentives and practices that draw most experienced teachers away from the classroom.

Conclusion

Global challenges that influence all areas of human life in the world are the conditions that are naturally going on as the consequence of the rapid development of science and technology. It is impossible to be avoided but have to be faced by using resources with high quality especially human resources. To face the global challenges successfully, we need the qualified human resources that can only be produced successfully, we need the qualified human resources that can only be produced through authentic educational program and authentic educational process with high quality.

Teachers quality is the keyword for ensuring the quality of education that indicated by the quality of output and outcome. Without qualified competent teachers, it is impossible to build a high quality education. On the other hand, qualified competent teacher will not able to carry out their task professionally without the proper conditions that support their task. Hence, in one hand we need to continually improve teachers' quality, and on the other hand we need to provide a proper condition to support teachers in their professional tasks.

Recommendations

- To provide a high quality education, the Government should be committed to ensuring that every student has the opportunity to learn from a qualified and inspiring teacher.
- To provide a high quality education, there is a need to develop a professional culture that respects teaching and learning, professional staff are supported in their effort to continually improve their effectiveness in promoting student learning, school sites are well maintained, school leaders build and maintain effective partnerships with parents, community groups, and local business, and instructional material are current and aligned with the academic content standards.

- * The Government should provide grand funding to develop the quality of human resource by providing enough expenditure for education development.
- * Teacher education should be reformed. Mere planning and launching schemes is not necessary what we need is a revolution in teaching in India.
- Government should carry out quality inspections and should grant permissions to only those institutions which practice quality. It should endorse good quality management practices.
- The Government should promote recognition that becoming a qualified and professionalteacher is a long term, and developmental process.
- The Government should pay enough attention to teacher'swelfare to attract the good potential students to enter the teacher profession through the institution of teacher education, and retain the qualified experienced teacher for schools.

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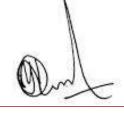
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EMERGING ISSUES IN TEACHER EDUCATION

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Preparing Teachers for Inclusive Education

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Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children. Recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964 by the Kethan Commission. Despite this, the change has been slow, with segregation in special schools dominating the scene until recently. There is no need of reinforcing the fact that teacher education remains a very weak link with respect to equipping teachers to be prepared for an metusive classroom environment. As a result teacher education programs have made attempts to incorporate inclusive education as part of their curricula The teacher education diplomas and degrees offer "Education of children with special needs" as an optional subject, in order to prepare teachers to identify and diagnose disability. The challenges and prospects in India are elucidated in the present paper. .

Introduction

There are an estimated 25 million children out of school in India many of whom are marginalized by factors such as poverty, gender, disability, caste, religion etc. Therefore undoubtedly the idea of inclusive education is certainly highly relevant to our current condition. where differences in religion, faith, gender, ethnicity and ability are often seen as a threat rather than a source of richness and diversity. Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children.

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners - with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs. Inclusion is not an experiment to be tested but a value to be followed. All the children whether they are disabled or not have the right to education as they are the future citizens of the country. In the prevailing Indian situation resources are insufficient even to provide quality mainstream schools for common children, it is unethical and impracticable to put children with special needs to test or to prove anything in a research study to live and learn in the mainstream of school and community. The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000).

The 1995 Persons with Disability Act (PDA) states that disabled children should be educated in integrated settings where possible, although it seems that the lack of implementation may be doc to there being no enforcement agency for this legislation. Despite the promotion of inclusive education, govt. documents focus on inclusive education as being about including children with disabilities in the education system, but not specifically the mainstream 2005a). However, inclusion in the education system is not the same as inclusion in the mainstream. It is however arguable that special education is in fact regarded as superior in India due to its preferred status and that it is inclusion in the mainstream that is currently seen as the resource - constrained inferior alternative. However the limited coverage of mainly urban-based, impairment specific special schools in India may result in the exclusion of children with disabilities who do not fit the categories of their institutions or who live in rural areas. Inclusive education may be the only way of facilitating educational access for these children.

A social on physical access to school, rather than access to curriculum and equal treatment once in the classroom is an additional barrier to inclusion, possibly resulting in dropout, too argues that government policy focus on resources and physical access (e.g. distribution of aids and appliances), or infrastructure such as ramps in schools, and the notion of social justice through equal distribution of benefit, seems to be more about inputs, not processes like pedagogy, curriculum or attitudes. It is this focus which results in selection of the relatively few." Easy to accommodate children" with mild or moderate disabilities that do not need too much specialist assistance. This apparently selective inclusion, with children being 'prepared' in order to be ready for the mainstream (NIEPA, 2003) seems to give inclusive education an exclusive favour, although this may be because homogeneity in the classroom can be perceived as an essential prerequisite to enable good teaching. This appears to directly contradict the understanding of inclusive education as a concept which is all about embracing diversity in the classroom. Despite islands of govt. programme success, disability budgets remain under used (Thomas, 2005), and reserved jobs unfilled. These are sure signs of sporadic implementation of inclusive education, as is the persistently low percentage of children with disabilities being in school

Inclusive Education in Developing Countries

inclusive education is defined by UNESCO as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. This means that all children have the right to a quality education that caters, to the extent possible, to their individual needs. Some countries have been successful in promoting inclusive education practices and policies that remove barriers and create conditions which enable all children to learn. However, in poorer developing countries, the process of creating an inclusive system is more difficult. Factors such as lack of available funding, administrative and policy level support, and trained personnel pose challenges that can slow down progress. As a result of these difficulties, some countries may choose to begin the process by first focusing on one group of children with the long-term goal of eventually including all excluded groups

Ministry of Human Resource Development (MHRD) Action Plan:

An outline of MHRD action plan is presented below: National Policy for Persons with disabilities

- To complement and supplement IEDC and SarvaShikshaAbhiyan programmes in the movement from integration to inclusion.
- Enrolment and retention of all children with disabilities in the mainstream education system.
 (Free and compulsory education from 0 to 14 under draft Bill/free education 0 to 18 years under PWD Act).
- Providing need based educational and other support in mainstream schools to children in order to develop their learning and abilities, through appropriate curricula, organizational arrangements, teaching strategies, resource and partnership with their communities.
- Support higher and vocational education through proper implementation of the existing reservation quota in all educational institutions and creation of barrier free learning environments.
- Disability focused research and interventions in universities and educational institutions.
- Review implementation of existing programmes, provisions to identify factors leading to success or failure of the drive towards enrolment and retention of children with disabilities in mainstream educational settings. Address administrative issues arising out of review.
- Generating awareness in the general community, activists and persons working in the field of
 education and more specifically among parents and children that the disabled have full rights to
 appropriate education in mainstream schools and that it is the duty of those involved in
 administration at every level including schools to ensure that they have access to education.

* Ensure enrolment and intervention for all children with special needs in the age group 0.6

years in Early Childhood Care and Education Programs

* Facilitate free and compulsory elementary education for children with special needs in the age group 6-14 (extendable to 18 yrs.) in mainstream education settings currently under the SarvaShikshaAbhiyan (SSA) (SSA is a governmental program shared by both union and state governments for achieving universal elementary education in India by 2010) .

* Facilities for transition of young persons with disability wishing to pursue secondary

education.

*Ensuring physical access of children and youth with disabilities in schools and educational institutions by enforcing the requirement for provisions of universal design in buildings and provide support in transportation.

* Development of national norms for Inclusive Education, to set standards of implementation. training, monitoring and evaluation for the program.

- Provide inputs in all pre-service and in-service training for mainstream and special education teachers to enable them to work with children with disability in an inclusive education system.
- Appropriate Resource Services support through appointment of special educators, rehab professionals, provision of resource rooms etc., to support mainstream schoolteachers in the classrooms.
- · Pur in place an effective communication and delivery system for specific delivery of TLM. aids and appliances, hardware/software.

· Participation in sports, co-curricular activities, to promote all round ability development.

 Ensuring physical access for young persons with disabilities (18 plus age group) in all colleges and educational institutions by enforcing the requirement for provisions of universal design in buildings and provide support in transportation.

Teacher Education Programmes

There is no need of reinforcing the fact that teacher education remains a very weak link with respect to equipping teachers to be prepared for an inclusive classroom environment. The teacher education diplomas and degrees offer "Education of children with special needs" as an optional subject, in order to prepare teachers to identify and diagnose disability. However it gives them a holistic perspective with respect to dealing with diversity or challenge negative attitudes. This reinforces the 'difference' of children with disabilities who, some believe, canonly be taught by teachers qualified specifically for them. Although, it is ultimately teacher treatment of students in the classroom, rather than the training per se, that would reinforce this difference. Interestingly, distrust in both the special and mainstream education systems leads some parents to keep children with disabilities at home for fear of their abuse or neglect in the classroom; which may then be interpreted by teachers as a lack of community interest in education for their children, as demonstrated in the PROBE Report (PROBE, 1999). There is evidence to suggest that many teachers do not feel equipped to teach children with disabilities and complain that they need more time to instruct these students. Many government programmes have included a teacher training component in an attempt to instigate institutional change. However, a 'special needs' focus and a lack of training for management, combined with didactic training methodology do little to alter the classroom. The poor quality educational provision in many schools is reflected in the fact that many govt. job reservations for adults with disabilities remain unfilled. It is more likely to be directly related to the fact that very few children with disabilities get to, or stay in, school that there is a lack qualified, let alone

Pre requisites for inclusion:

Inclusion is a complex issue. The curriculum is a powerful tool (Swann, 1988). There are three

- The preparation of the child a)
- The preparation of the receiving schools, 6)

- The preparation of parents, but it could not be achieved without, The preparation of the teachers. d)
- The preparation of the child: Some children with special needs may require some prior a training before they are placed in a regular school. Special educators made available for the purpose can provide such training and thereafter CWSN may be admitted in mainstream schools. States of Andhra Pradesh and Uttar Pradesh have conducted exclusive residential bridge course for CWSN to prepare them for regular schools but in rest of the states it is not yet to be
- The preparation of receiving schools. Some mainstream secondary schools may be selected and developed as "Model Inclusive School" on priority basis. First of all barrier-free access to CWSN are made in all such institutions. Effort should be taken to provide disabledfriendly facilities in these schools. Development of innovative designs to provide an enabling environment for CWSN should also be made in these schools as a part of preparation programme
- The preparation of parents: It has been seen that the parents/guardians of CWSN generally face problems, both social and psychological resulting into marginalisation and exclusion of CWSN in mainstream schools. Hence, it is important to undertake widespread awareness among the people especially parents of CWSN. They should be counsel so that they may prepare themselves to send his/her ward to mainstream schools. The preparation of the child: Some children with special needs may require some prior training before they are placed in a regular school. Special educators made available for the purpose can provide such training and thereafter CWSN may be admitted in mainstream schools. States of Andhra Pradesh and Uttar Pradesh have conducted exclusive residential bridge course for CWSN to prepare them for regular schools but in rest of the states it is not yet to be done.
- d. The preparation of teachers: In India teacher training in special education is imparted through both face-to-face and distance mode.

Prospects of Inclusive Education

Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. An increasing number of publications, policy papers, workshops etc. have apported the ideology of inclusion. Some organizations and people, however, doubt whether the ordinary classroom can provide quality education for disabled children. This debate has been on, ever since people began to voice their reservation against old segregated institutions and in tum mised their concern for equality of disabled children. These concerns must be taken seriously and dispelled by showing examples of positive experiences, which clearly demonstrate that inclusive education most definitely addresses quality issues in education. The major goal of inclusive education is the Flagship goal. Recognizing the right to education, the Flagship seeks to unite all EFA partners in their efforts to provide access to quality education for every child, youth and adult with a disability. The Flagship has been formed by an alliance of diverse organizations, including global disability organizations, international developmental agencies, intergovernmental agencies, and experts in the field of special and inclusive education. In order to reach this goal, the flagship will:

- Have the full participation of persons with disabilities and families in the design of all Flagship activities.
- Promote the full participation of persons with disabilities and families in the development of policies and guidelines related to the education of persons with disabilities at local, national, regional and global levels.
- Seek to ensure that all governmental entities, donors and NGOs endorse the universal hight to education for all children, youth and adults with a disability.

- Act as a catalyst to fully incorporate the Flagship goal into national plans of action and regional policies.
- Seek to ensure that the EFA monitoring process includes specific quantitative and qualitative statistics and indicators related to persons with disabilities and documentation of resources allocated to the implementation of EFA for these individuals.
- Identify and disseminate effective practices and stimulate research and studies related to the Flagship goal to include such areas as:
- Quality teacher education
- Curriculum and pedagogy
- School organization including adequate accessible facilities
- Aids and appropriate materials many countries have developed programs, which promote equality of opportunity by allocating specific funds to areas of social and economic need. If inclusion is to be successful, the following parameters need to be taken care of:
- Encouragement provided by the community for including children with disabilities in local
- Readiness of the general education system to accept responsibility for education of children
- Willingness of parents of children with disabilities to send their wards to local schools
- General classroom teachers to be equipped to manage the education of children with
- Enrolment rate of children with disabilities at least on par with that of nondisabled children.
- · Retention of children with disabilities in schools.
- Availability of support from peer group to children with disabilities and vice-versa in teaching
- Comparable achievement of children with disabilities in curricular and co-curricular activities
- Availability of specialist teacher support, if possible to the regular classroom teachers. Thus, we as teachers, parents, teacher-educators etc., have to facilitate the implementation of inclusive education not only as a program but also as an ideology- an ideology based on the principles of human rights approach wherein stress is laid on giving importance to the individual and respecting his/her potentiality in the teaching learning process.

An Inclusive Teacher Preparation Model

One of the greatest barriers to achieving this goal is the preparation teachers receive at the preservice level. Several researchers have noted the lack of professional training in inclusive techniques and practices for general and special education teachers. If teacher education programs are to prepare educators to be successful in the classrooms of the future they must reconceptualize and redesign their approach to preservice preparation of teachers.

Techniques and Strategies for Inclusive Education

Several researchers (Baker and Zigmond, 1990; Schumm and Vaughn, 1995; Giancreco, Dennis, Cloninger, Edelman, and Schattman, 1993) have noted the lack of professional training in inclusive techniques and practices for general and special education teachers. A tremendous amount of money is spent on inservice training to give teachers instructional skills to teach students with diverse needs. These resources could be directed elsewhere if teachers could emerge from their preservice training already possessing those skills. Preservice preparation should address appropriate accommodations in curriculum, instructional activities and evaluation procedures, the modification of materials, and the effective identification, development and utilization of resources. In addition, the preservice program should prepare teachers to use various types of instructional arrangements such as multi-level teaching. cooperative learning and peer tutoring. The third component of an inclusive teacher preparation model relates to Collaborative Experiences. The two previous components apply primarily to the classroom. This component relates to the fieldbased experiences of the prospective teacher.

To Prepare Teachers for Inclusive Educational Settings

1) Instruction in the components of collaborative teaching. Instruction in teaching strategies for inclusive seatings,

practicum experiences in inclusive settings;

4) Modelling of collaborative teaching by university professors;

4) Miles of the state of the st

6) Utilization of experts and specialists on inclusive practices via distance learning: 7) The development of web-based courses;

g) The development of a support network for new teachers in inclusive setting Three Essential Components for Capacity Building in Inclusive Education

Increase Awareness and Attitudinal Change through Advocacy

2 Create a Future of Trained Professionals: Pre-Service Training

3. Build on Existing Human Resources: In-Service Training and Professional Development And also there should be a, criteria for selection of teachers.

Have positive attitudes towards children with disabilities

Hold good qualifications and pedagogical performance records

Demonstrate good collaboration and communication skills

Have good skills as a trainer and facilitator

Have a sound professional reputation

Possess good counselling skills

Conclusion

Preparing teachers at the preservice level to teach in inclusive settings is essential if our schools are to truly teach all students in inclusive, collaborative, and diverse settings. To accomplish that we must start designing and building an atmosphere of collaboration and inclusiveness at the preservicelevel, as well as practices that demonstrate to prospective teachers the possibilities and promise of an inclusive world,

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RESEARCH ARTICLE

TEACHERS ATTITUDE TOWARDS TEACHING STRATEGIES FOR INCLUSIVE SCHOOLS

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ABSTRACT

Background: Success in teaching depends upon two prime factors -attitude towards profession and job satisfaction. Thus, if the teachers are well-informed, motivated, with a positive attitude and committed to their profession, learning will be enhanced. Teachers' attitudes towards education of children are often based on practical concerns about how educational policies can be implemented, rather than be grounded in any particular ideology. Objectives: The present piece of research aimed to investigate the attitudes of primary school teachers towards certain strategies implemented under inclusive schools in the State of Telangana. Specifically, it probes into the levels of attitudes towards certain strategies viz, peer-tutoring; Self-instruction; Co-teaching and Direct instruction with special reference to gender, qualifications and experience. Methodology: Asample of 199 (63+136) Regular Teachers as well as Resource Teachers were selected under Inclusive settings in Rangareddy and Hyderabad districts of the State of Telangana, employing simple random sampling technique. A standardized tool related to teachers' attitudes towards inclusion, developed by Galis and Tanner (1995), was used as a test tool. It lays emphasis on three areas – effective strategies for meeting the needs of all students, the support in their district for educational change, and inclusive education. The test tool consists of 24 statements. Results: It was revealed that there was no statistically significant difference between the levels of attitude of Teachers at primary level in using various strategies in Hyderabad and Rangareddy districts of Telangana State with special reference to gender and qualifications On the other hand, a significant difference was found with regard to experience. Conclusion: Strategies used in the inclusive settings not only equipped all Teachers to achieve the international cherished goal of 'Education For All (EFA). Educational implications along with suggestions for future research was also proposed.

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INTRODUCTION

Success in teaching depends upon two prime factors viz., attitude towards profession and job satisfaction. Teachers' attitudes are gateways to understand their beliefs, vision, knowledge and their likely behavior towards desired goal. In the words of Bojana R. Mastilo, Ivana S. Zečević (2018) "Attitudes are defined as a learned and enduring predisposition to behave stereotypically and consistently towards a particular object / person / social group. "Binder Niederle (2007) defined attitude as one's positive or negative judgment about a concrete subject. Thus, attitude is everything in teaching-learning process. Eagly and Chaiken (2007) combined the evaluative space (through which a certain attitude is formed) and affective space (where an attitude is expressed) to envision an individual's likely behavior in certain situations. Broadly, cognition describes our understanding of the attitude object; affect shares the emotional connections with the object, while both affect and behavior express the attitude through responses. In the words of L.L.

Thurston (1928) the concept attitude is used to denote the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic. Having a fair attitude toward one's fields of study leads to the development of compatibility between demands and expectations on the one hand and future career on the other hand. Moreover, attitudes are conceptualized as relatively stable constructs comprising cognitive, affective and behavioural components (Bizer GY, Barden JC, 2003). Teachers' attitudes towards education of children are often based on practical concerns about how educational policies can be implemented, rather than be grounded in any particular ideology. Several researches documented that if teachers have positive attitude towards children with special needs, then these children can boost up their scholastic performance. Research has clearly demonstrated a link between the awareness and attitudes of teachers and the academic success of learners with special educational needs.

Significance of the Study: Historically education of the children with special educational needs (SEN) has evolved through five stages:

- Treatment through segregation and restriction of resources for survival appropriate for people called different or disabled;
- Caring for people regarded as different by providing resources required for their physical existence.
- Instructing such people so that they may be incorporated into existing dominant social systems.
- It was felt to integrate the Special Needs Children (SNC) with normal children in general schools.
- The concept of special needs emerged with the thesis that most of the students face special needs and hence inclusive education (Mohanthy 1994).

Globally, in the field of special education there was a paradigm shift to promote the inclusion for children with special needs in academic, vocational and social aspects. The idea of Inclusive Education was given impetus by two conferences set up under the support of United Nations. The first of these, held in Jomtein, Thailand in 1990. promoted the idea of 'education for all', this was followed in 1994 by a UNESCO conference in Salamanca, Spain, which led to a Statement that is being used in many countries to review their education policies. The Salamanca Statement proposes that the development of schools with an 'inclusive' orientation is the most effective means of improving the efficiency and ultimately the cost-effectiveness of the entire education system. Instructional practices, in turn, depend on what teachers bring to the classroom. Professional competence is believed to be a crucial factor in classroom and school practices (Shulman, 1987, Campbell et al., 2004; Baumert and Kunter, 2006). Teaching strategies are best practices in education that work in a range of classroom environments. Most teachers use multiple strategies to keep their students engaged throughout the school year and test their knowledge more comprehensively. Others may use only one or two strategies to guide their lesson plans and ensure that each student understands the information provided. What works well for one class may not be best for the next class. The best approach to teaching strategies is to customize them to meet students' needs. For the present study teaching strategies include viz, peer-tutoring; coteaching; self-instruction and direct instruction.

Need for the Study: One of the main features of inclusive education maintains Mani MNG (2000) is development of capacity of the general education system to meet the educational services for children with disabilities. Moreover, inclusive education enhances the communication between children with disabilities and non-disabled children. Lipsky and Gartner (1997) felt that inclusive education is not a reform of special education. It is the convergence of the need to restructure the public education system to meet the needs of a changing society.

Das, Kuyini and Desai (2013) examined the current skill levels of regular primary and secondary school teachers in Delhi, India in order to teach students with disabilities in inclusive education settings. They reported that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms. Most of school personnel in India are not trained to design and implement educational programs for students with disabilities in regular schools. Most teacher training programs in India do not have a unit on disability studies (Myreddi& Narayan, 2000). The reason was that there is no provision for sensitization and involvement of general teachers. Bharati (2015) remarked that most of the regular teachers presently employed require training in inclusive education at the level of capacity building and not only at the level of sensitization and awareness creation. Another significant contributing factor is the attitudes of regular teachers, parents, administrators as well as policy makers. Mainstream teacher attitudes may be a contributory barrier to successful inclusive practices (Avramadis, Bayliss, & Burden, 2000; Bender, Vail, & Scott, 1995; De Boer, Pijl, &Minnaert, 2010). Teachers tend to be broadly positive about the principle of inclusion while at the same time viewing its practical implementation as problematic (e.g., Avramidis& Norwich, 2002; Scruggs & Mastropieri, 1996).

However it has been argued that neutral, even negative, attitudes toward inclusion may better characterize teacher viewpoints (De Boer et al., 2010; Soodak, Podell& Lehman, 1998). Indeed teachers in inclusive schools were less positive about the potential of children with learning disabilities than special school teachers. The inclusion of children with social, emotional and behavioural difficulties has consistently been reported as a particularly problematic for teachers, and is accompanied by negative teaching attitudes (Cook, 2001; Cook, Cameron & Tankersley, 2007; Hastings & Oakford, 2003; Shapiro, Miller, Sawka, Gardill, & Handler, 1999). In spite of the progress made by the Indian inclusive education system, Yashpal Singh and Anju Agarwal (2015) identified the major problem of Inclusive education in India as attitudes towards inclusion and disability among teachers, administrators, parents, peers and policy planners.

REVIEW OF LITERATURE

The Review of Literature (RoL)for the present study is based on extensive survey of books, journals, web sources, unpublished thesis and international indices. An extensive review of literature relevant to the study was undertaken, which helped the investigator to develop deeper insight into the problem and gain information on what has been on the past in order to build the foundation of the study. Rakap, S., & Kaczmarek, L. (2010) investigated the opinions of general education teachers on inclusion: Smitha and Acharva (2010) studied the overall attitude of the teachers towards inclusive education; Smitha and Acharya (2010) studied the attitude of teachers towards inclusive education; KisEszter (2010) analyzed at the various different perceptions and attitudes teachers have towards special needs students; Das, A., & Kattumuri, R. (2011) analyzed the case of children with disabilities studying in private inclusive schools; Shanthi.S.Prakash (2012) compared teachers' attitudes towards the inclusion; Gupta, M., &Pasrija, P.(2012) identified the fundamental competencies for special and general educators; Sushma, S., & Smriti, B. (2012) investigated the attitudes of in-service primary school teachers towards Inclusion; Khochen, M., & Radford, J. (2012) explored the attitudes of teachers and head teachers towards people with a disability in mainstream schools; David, R., &Kuyini, A. B. (2012) examined the impact of classroom teachers' attitudes towards inclusive education; Costello and Boyle (2013) made an attempt to study Pre-service Secondary Teachers' Attitudes towards Inclusive Education; Nisha Bhatnagar and Ajay Das (2013) studied attitudes of secondary regular schoolteachers towards the inclusion of students with disabilities; Ajay Das and Rina Shah (2014) discussed the implementation of inclusive system; Kiriungi.L et el. (2014) assessed Teachers' attitude towards Inclusion of Children; Kamal Parhoon et al (2014) explores the attitudes of regular and itinerant teachers about inclusion; Mohammad MobarkAlShahrani (2014) explored Saudi educators teachers', and administrators' perceptions of and attitudes on inclusion; Bhatnagar, N., & Das, A. (2014) examined attitudes of secondary regular schoolteachers towards the inclusion; Jalal H. Hussien& Ibrahim Al-Qaryouti (2014) investigated regular education teachers' attitudes towards inclusion; Mukhopadhyay, S. (2014) investigated the perception of primary teachers towards inclusive education; Hanan Abo El-Gamelen Ebrahim Essa, and Amaal Mohamed Ahmed El-Zeftawy (2015) investigated teachers' knowledge, attitudes and reported strategies to assess and support the students with learning difficulties; Maheshwari.P and Shapurkar.M (2015) studied the awareness and attitudes of teachers towards inclusive education; Alka Arora, Pradeep Kumar Sahu (2015) highlighted the existing educational setting for the differently abled children; Thomas V. Sabella (2015) investigated teachers' attitudes toward inclusion; Yadav, M., Das, A., Sharma, Shah, R., Das, A., Desai, I., & Tiwari, A. (2016) undertaken to determine the concerns of primary school teachers about the inclusion; Singh, D. (2016) presented challenges experienced by teachers while practicing early education inclusion; NarendranathGuria and Ritwij Tiwari (2016) conducted a study on attitude of upper primary school teachers regarding inclusive education; Kumar, A. (2016) in an article explores the attitudes of university and school teachers towards inclusive education;

Table Showing awareness levels of respondents

	Crosstab									
				Attitude	e level		Total			
	Average High Low Very High									
	Male	Count	46	20	1	6	73			
Gender	Maie	% within Gender	63.0%	27.4%	1.4%	8.2%	100.0%			
Gender	Female	Count	84	37	0	5	126			
		% within Gender	66.7%	29.4%	0.0%	4.0%	100.0%			
Total		Count	130	57	1	11	199			
Total		% within Gender	65.3%	28.6%	0.5%	5.5%	100.0%			

Chi-Square Tests							
Value df Asymp. Sig. (2-side							
Pearson Chi-Square	3.394ª	3	.335				
Likelihood Ratio	3.610	3	.307				
N of Valid Cases 199							
a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .37.							

Table showing attitude level - Qualification

		(Crosstab				
				Attitu	de level		Total
			Average	High	Low	Very High	
	PG & M.Ed	Count	0	2	0	3	5
	PG & M.Eu	% within Qualification	0.0%	40.0%	0.0%	60.0%	100.0%
	PG & B.Ed	Count	34	19	0	7	60
Qualification		% within Qualification	56.7%	31.7%	0.0%	11.7%	100.0%
Qualification	Degree & B.Ed	Count	71	31	1	1	104
	Degree & B.Ed	% within Qualification	68.3%	29.8%	1.0%	1.0%	100.0%
	Inter & Diploma	Count	25	5	0	0	30
	inter & Dipionia	% within Qualification	83.3%	16.7%	0.0%	0.0%	100.0%
Total		Count	130	57	1	11	199
		% within Qualification	65.3%	28.6%	0.5%	5.5%	100.0%

Chi-Square Tests							
Value df Asymp. Sig. (2-sided)							
Pearson Chi-Square	44.975ª	9	.000				
Likelihood Ratio	33.528	9	.000				
N of Valid Cases 199							
a. 9 cells (56.2%) have expected count less than 5. The minimum expected count is .03.							

Table showing attitude level - experience

		Cr	osstab				
					Total		
			Average	High	Low	Very High	
	15 1 -1	Count	8	7	0	6	21
	15 years and above	%within Experience	38.1%	33.3%	0.0%	28.6%	100.0%
	10 to 15 years	Count	1	1	1	1	4
Evenouionoo	10 to 15 years	%within Experience	25.0%	25.0%	25.0%	25.0%	100.0%
Experience	5 to 10 years	Count	83	38	0	3	124
		%within Experience	66.9%	30.6%	0.0%	2.4%	100.0%
	1 to 5 manua	Count	38	11	0	1	50
	1 to 5 years	%within Experience	76.0%	22.0%	0.0%	2.0%	100.0%
Total		Count	130	57	1	11	199
		%within Experience	65.3%	28.6%	0.5%	5.5%	100.0%

Chi-Square Tests						
Value	df					
80.385ª	9					
29.723	9					
199						
a. 9 cells (56.2%) have expected count less than 5. The minimum expected count is .02.						

Sneh Bansal (2016) study the relationship of teachers attitude towards inclusive education and commitment towards teaching profession; Utpal Kalita (2017) study the attitude of primary school teachers' towards inclusive education; Himanshu Verma Janaki B. Aparna Ravichandran (2017) explored the awareness, knowledge and attitude of regular school teachers about hearing impairment; Offor, D. I., &Akinlosotu, N. T. (2017) studied the teachers' attitudes on inclusion; Iflah Sultan (2017) examined the challenges faced by children with disabilities in inclusive schools;;

Mrityunjoy Jana and Bishnupada Nanda (2017) studied teacher's attitude towards inclusion; Priyadarshini, S.S., and Thangarajathi S (2017) made an attempt to study regular school teaches attitude towards inclusive education;; Arun K. Gupta and Bharti Tandon (2018) explored the views of teacher trainees on inclusion; Paramanik, Nepal and Barman Pranab (2018) studied the attitude of secondary school teachers towards Inclusive education; Hettiaarachi, S., et al (2018) in a study uncovered perceptions of 'inclusive education; Alasim, K. N. (2018) identified a variety of strategies that

facilitate the participation and interaction of students in general classrooms; Amit Sharma et al (2018) conducted a survey of middle school teachers on inclusion; Chanda, Piyali, and Santosh Kumar Behera (2018) made a comparative study on Attitude of Regular and Special Primary School Teachers towards Inclusive Education; Silvia Zanazzi (2018) presents the best practices of teachers under inclusion; Kriti Mishra et al Yash, J., Purohit, S., Padhy, S., &Hota, S. (2019) examined the attitude of prospective teacher educators' towards inclusive education; Malsawmtluanga, H. T. (2019) conducted to find out the attitude difference towards inclusive education among secondary school teachers; RuniNakro.K (2019) studied the attitude of student teachers on inclusion; Elizabeth K. Thomas and Seema P. Uthaman (2020) conducted a study on the knowledge and attitude of primary school teachers towards inclusive education; Azorín, C., & Ainscow, M. (2020) focused on how schools can be helped to review progress on their journey to becoming more inclusive; Chandra, Satish (2021) compared general and special teachers attitudes towards inclusive education; Charitaki, G., Kourti, I., Gregory, J.L. et al. (2022) proposed a model for four factor solution of attitudes towards inclusive education.

Margaret, Searsa et al (2021) conducted a comparative study on academic achievement of SWD in co-taught classes; Teresa Iacono et al (2021) conducted a systematic research of studies addressing models of co-teaching; Michelle R. Murphy and Christine A. Christle (2022) describes efficacy of co-teaching. Lee Masonc and Maria Otero (2021) attempted to clarify the importance of Direct Instruction; Vidovic, J.L., Cornell, M.C., Frampton, S.E. et al.(2021) focused how ASD students were given direct instruction; Manal Yousef Alsheef (2022) investigated effects of combining direct instruction and precision teaching. Pratima Kaushik and S.P.K. Jena (2021) evaluated the efficacy of self-monitoring; Sulu, M.D., Martella, R.C., Grimmet, K. et al. (2022) assessed the research analyzing the effects of self-management; Zhu, M., Doo, M.Y.(2022) investigated the relationship among motivation and self-monitoring. Aldabas, Rashed (2020) reviewed the effectiveness of peer-mediated interventions; Michael Nyavor (2020) sought to investigate how teachers promote peer support; Johana Manubey, John RafafyBatlolona, MarlenyLeasa (2021) analysed peer tutoring in inclusive classes; Bond, R., &Castagnera, E. (2021) examined the role that peers; Uta Papen & Julia Gillen (2022) discussed insights from peer teaching. From the above, it is explicitly evident that research studies conducted in India in respect of attitude of teachers towards inclusion found to be in an embryonic stage. Therefore, there is a dire need to probe into the attitude of teachers working under inclusion using certain strategies. Hence, the present study is taken up for investigation.

Objectives of the Study

- To appraise the attitude of Teachers in using certain teaching strategies at Primary level in Hyderabad and Rangareddy districts of Telangana State.
- To explore the levels of attitude of Teachers at primary level in Hyderabad and Rangareddy districts of Telangana State using strategies viz., peer tutoring, direct instruction, self-monitoring and co-teaching.
- To study the levels of attitude of Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to gender.
- To examine the levels of attitude of Teachers at primary level in using various strategies at primary levels in Hyderabad and Rangareddy districts of Telangana State with special reference toqualification.
- To delineate the levelsof attitude of Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to experience.

Delimitations of the Study

• This study is confined to inclusive schools located in *Rangareddy* and *Hyderabad districts* in the State of Telangana.

- The investigation takes into its ambit the attitude of regular and resource teachers towards using certain strategies under Inclusive schools in the selected districts of Telangana State with special reference to strategies like peer-tutoring; co-teaching; selfmonitoring; and direct instruction.
- The study is restricted to probe the attitude of regular and resource teachers towards using certain strategies under Inclusive settings in the selected districts of Telangana State with regard to gender, qualification, and management of school.

METHODOLOGY

The fundamental purpose of this investigation, as already pointed out to investigate into the attitude of Regular and Resource Teachers using Teaching Strategies in Hyderabad and Rangareddy Districts in Telangana State. Hence, this study falls under non-experimental designs and a normative survey is employed to elicit appropriate information from the respondents. The universe of the present study consists of State of Telangana. The sample constitutes One hundred and ninety nine(199) teachers working in Inclusive schools located in Rangareddy and Hyderabad Districts of Telangana State. Simple random sampling technique was employed to elicit information from the selected sample. A standardized tool related to teachers' attitudes towards inclusion, developed by Galis and Tanner (1995), was used as a test tool. It lays emphasis on three areas - effective strategies for meeting the needs of all students, the support in their district for educational change, and inclusive education. The test tool consists of 24 statements. Respondents indicate whether they agree or disagree with the statement using a Likert scale, which ranges from strongly agree (5 points) to strongly disagree (1 point), measuring the following three domains: Effective strategies for meeting the needs of all students, the support for educational change and inclusive education. The same was administered after testing its validity and reliability on the sample selected. Suitable statistical techniques like Chi-square, along with SPSS (Statistical Package for Social Sciences) 16.0 was used for analysis.

RESULTS AND DISCUSSION

 $\mathbf{HO_1}$. There is no statistically significant difference between the levels of **attitude** of Regular and Resource Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to gender. It can be inferred from the chi-square test, the calculated p-value is insignificant at 5.% level of significance (.335), with regard to the levels of attitude of Teachers at primary level in using various strategies at primary level. It was found that a good majority of the sample (66.7%) of female teachers and (63.0%) of male teachers were found to be with average levels. Hence, the hypothesis formulated is accepted.

HO₂. There is no statistically significant difference between the levels of attitude of Regular and Resource Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to qualification. It can be inferred from the chi-square test, the calculated p-value is significant at 5.% level of significance (.000), with regard to the levels of attitude of Teachers at primary level in using various strategies at primary level with regard to qualifications. It was found that a good majority of the sample (83.3 %) with Intermediate and diploma qualifications and (63.3%) with degree and B.Ed, qualification; (56.7%) with PG and B.Ed, qualifications were with average levels; whereas, (40.0 %) with PG and M.Ed were found to be at high attitude levels, Hence, the hypothesis formulated is rejected.

HO₃. There is no statistically significant difference between attitude levels of Regular and Resource Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to experience.

Table showing attitude level – experience. It can be inferred from the chi-square test, the calculated p-value is significant at 5.% level of significance (.000), with regard to the levels of attitude of Teachers at primary level in using various strategies at primary level with regard to experience. It was found that a good majority of the sample (76.0%) with 1-5 years of experience and (66.9%) with 5-10 years could possess high levels of awareness. On the other hand, (38.1%) with 15 years and above and (25.0%) with 10-15 years has average levels. Hence, the hypothesis formulated is rejected.

Major Findings

- The results of the study indicated there exists no statistically significant difference between the levels of attitude of Regular and Resource Teachers at primary level in using various strategies in Hyderabad and Rangareddy districts of Telangana State with special reference to gender.
- The results of the study indicated there exists no statistically significant difference between the levels of attitude of Regular and Resource Teachers at primary level in using various strategies in Hyderabad and Rangareddy districts of Telangana State with special reference qualifications.
- Conversely, it was found that there exists statistically significant difference between the levels of attitude of at primary level in using various strategies in Hyderabad and Rangareddy districts of Telangana State with special reference to experience.

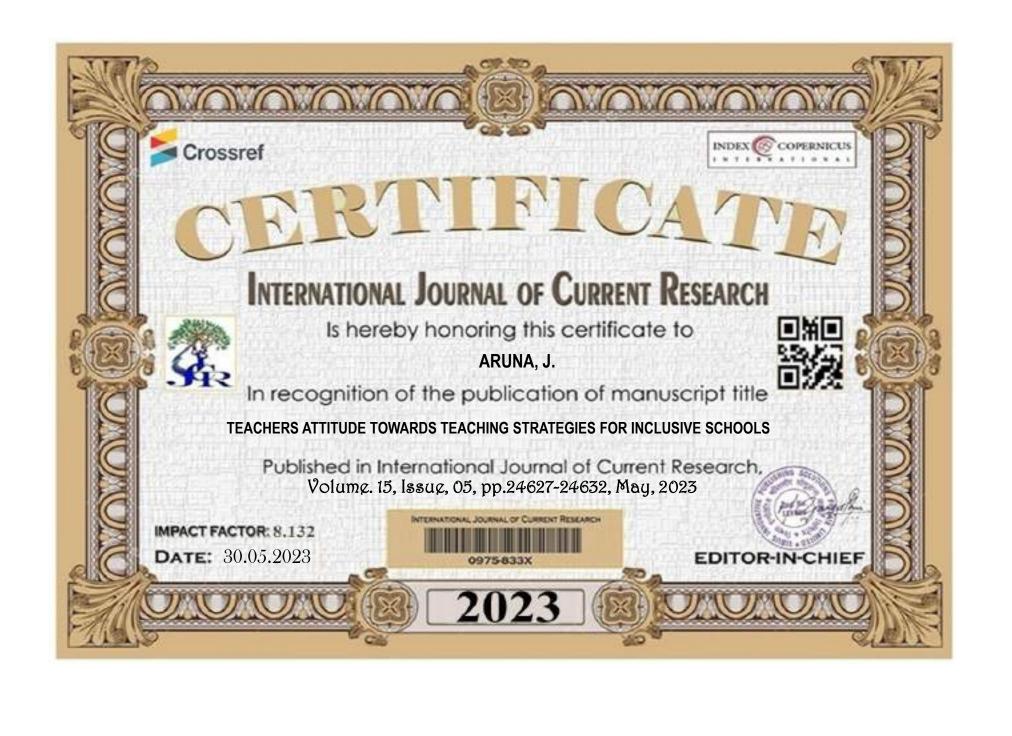
Educational Implications: The educational implications from the results of this study cannot be understated. The findings of the present study are of practical as well as theoretical importance to teachers, as well as to the policy makers. The findings of this research provide insight to teachers seeking to develop attitude among Teachers using certain teaching strategies at primary level. As it was clear from the investigation there exists a significant difference between levels of attitude of Teachers in using various strategies like peer-tutoring; selfinstruction; co-teaching and direct instruction with regard to experience, are to be equipped through orientation programmes in using various strategies which benefit all students under inclusion. The results holds some implications even for students. They should be able to perceive the benefits of specific strategies taught to them and it is the teachers responsibility to make those strategies adaptable and achievable. The policy makers should also take into consideration of teachers needs and prepare curricular adaptations which are viable under inclusive settings.

Suggestions for further Research

- A similar study can be conducted with a larger group of respondents to have in- depth knowledge on the attitude of Teacher using teaching strategies in the State of Telangana.
- There is a need to explore the utility of various teaching strategies other than the investigated strategies in inclusive settings.
- An explorative study can be taken up on the attitudes of Heads of Institutions and other Officials responsible for implementation of inclusive education in the State.

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The Importance of Educational Technology in teaching

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Abstract

Today, more than ever, the role of educational technology in teaching is of great importance because of the use of information and communication technologies. With the help of various applications for distance education, the Internet, teachers, and students themselves, they see the advantage of educational technology. The question is whether schools and teachers themselves are ready for the use of technology in education and whether they are aware of its benefits? In this paper, I try to give an overview of the importance and use of educational technology in the classroom.

Keywords: Educational technology, Technology and learning, School, Teachers, The impact of technology on learning.

Introduction

Educational technology is a systematic and organized process of applying modern technology to improve the quality of education (efficiency, optimal, true, etc.). It is a systematic way of conceptualizing the execution and evaluation of the educational process, i. e. learning and teaching and help with the application of modern educational teaching techniques. It includes instructional materials, methods and organization of work and relationships, i.e. the behavior of all participants in the educational process. The term "teaching resources" is commonly used, although they are not synonymous (Pedagoški leksikon, 1996). The word technology is derived from the Greek word "techno" which means the willingness, skills, knowledge of the way, rule, skill, tools and "logos" which means science, word, learning, mental state. There is no single term for educational technology. Different countries use different terms and synonyms as educational technology, educational equipment, AV resources, the technology of teaching...

Terminological differences mostly occur on the grounds of the approach to the technical characteristics and the use of modern appliances, and not their actual application in teaching i.e. their actual pedagogical application. For this reason, there are different opinions among teachers in the field of social and technical sciences. Therefore, the application of educational technology requires knowledge from several areas: pedagogy, psychology, didactics, computer sciences, informatics... Because of this diversity, there are also different perceptions of educational technology, where every author defines the concept of educational technology, according to their needs. Educational technology is still not being applied sufficiently, mostly for reasons of lack of school equipment necessary resources and insufficient qualification of teachers for the implementation of these funds.

Educational technology has three domains of use: Educational technology has three

- Technology as a tutor (computer gives instructions and guides the user),
- Technology as a teaching tool and
- Technology as a learning tool.

A number of authors (Clements and Sarama, 2003; Glaubke 2007; Dynarski et al. 2007) suggest that we should focus on five areas of software programs that have the potential to strongly influence children's learning experience:

- The educational value of the program, Ø
- Ø Its ability to engage children in learning,
- 0 Ease of use.
- 0 Interactivity between the child and programs,
- The possibility that a software program monitors the progress of the child. 0
- Without unpleasant feeling of their ignorance, no frustration, and humiliation while for the most advanced children teaching will be boring.

The fast-paced development of technology is seen in every field and it eases our lives. It is a must to integrate developments in information and communication technology with educational programmes to keep abreast of contemporary education level. In today's changing and developing world, individuals are not expected to obtain knowledge from a sole source but they are encouraged to find ways to reach knowledge, use it when problems are encountered and create solutions by using

The importance of Educational Technology in Teaching

Since computers are still not widely used in many schools, the teaching process is dominated by traditional methods form of work where the teacher had enough interaction with students. Failure to thrive at their own pace and insufficient activity of students was one of the drawbacks of this type of learning. In class, we have children who are not uniform in knowledge and never pay enough attention to those who are not sufficiently mastered the material and those who are above their average. This difference is often hampered by teacher assessment work and how to transfer knowledge to a group of children with different knowledge. The teacher chooses to keep average to good teaching where children with insufficient knowledge would not get the necessary knowledge. The children with insufficient knowledge can progress smoothly without unpleasant feeling of their ignorance, no-frustration, and humiliation while for the most advanced children teaching will be boring.

With the advent of educational technology in the classroom teacher, education is faced with the challenge that teachers integrate educational technology in their daily work. Numerous studies have shown that a small number of teachers is willing to integrate educational technology in their teaching activities (Becker, 2000; Hermans et al., 2008; Stoši and Stoši 2013; Wang et al., 2004). The reason is that there are two categories of teachers in the understanding of educational technology. Some of them have thorough understanding of modern technical appliances and their operation while others think it is necessary for them to gain additional technical knowledge of the appliances and methods, teaching methods, student-teacher relationship... These two groups represent a group of teachers between older and younger teachers. Older teachers during their study did not have the possibility of training with modern technical appliances, did not have the information technology, educational technology, while the younger generation of teachers possess the knowledge required for the use of educational technology. For a better understanding of educational technology requires a set of computer science, pedagogy, psychology, cybernetics, informatics. The knowledge teachers possess is sufficient for a basic use of education technology. However, educational technology is one big system. First of all, teachers have a basic knowledge of the use of educational technology. It takes far more professional training through a variety of conferences, courses, professional literature, seminars... in order to get a better knowledge in the use of educational technology. The fact is that under use of educational technology, primarily due to poor school equipment necessary resources, insufficient information and knowledge of teachers and the lack of interest and lack of motivation of teachers to use them. Teachers have to be motivated to use the same because the use of educational technology in teaching provides better interaction with students, better reception of information because the students receive knowledge visual, auditory and kinesthetic way. Among other things, an educational technology motivates students to work independently where the student is more motivated to return to learning and working because modern technical equipment is widely available at any given moment.

The use of teaching materials prepared according to principles of technology of teaching is of vital importance to make individuals gain these qualifications and to make teachers design effectual and interactive teaching environments (*ahin&Y1ld1r1m, 1999). The use of material in education plays important role to make students reach their targets more easily and make programmes be more successful by presenting effective environment for education. This is of great importance for effectual education. Because the element that helps student be

qualified during education process is educational programmes. Especially, the use of material during education process is very significant for the success of the educational programmes of technology. The use of material in education makes perception and learning easier. It arouses interest and brings liveliness to classroom. It shortens learning time. It helps permanence of the knowledge learned by students. It also makes students participate in topics and sparks reading and research. It carries events, facts and creatures with their real aspects to the class".

During process of teaching-learning technology, the selection and preparing of visual material are as important as the use of it .

Concordantly, visual materials should

- Be chosen in accordance with the targets and behaviours of the lesson, Ø
- Give students chance for exercise and practice, 0
- Reflect real life by providing up-to-date information and data, 0
- Make topics concretize and line up from easy to difficult, 0
- Be designed according to the development features of students, Ø
- Be used to emphasize the important points of topics

One of the technologies used effectively in educational systems is computer-aided education (CAE). According to the studies carried out in this field, computer-aided education (CAE) is more successful than traditional method. It was seen that computeraided education (CAE) not only increases success but also helps high-level thinking of the students develop, accordingly, students learn better by comprehending rather than memorizing. Therefore, it is important to educate students who make use of technology when carrying out activities. Because of this, the plans and programmes ofeducational establishment shouldbe worked out and revised.

The use of Technology and its Importance in Education

When technology is thought, state-of-the-art products that consist of high-quality information and technique come to mind. In other words, technology is associated with devices that have many useful properties. Technology is the application of the scientific principles and innovations to solve problems. Technology is an application of science. Computers, satellites and robots are regarded as devices that have emerged to solve problems as a result of the application of science.

Thanks to huge profits earned by producing high-technology commodities based on scientific and technical knowledge, industry has very big financial power to conduct. new research and effort which create technical knowledge. Scientific knowledge is used to develop technology and new technology contributes to new innovations. Scientific knowledge and technology contribute to each other interchangeably. It has been a widely-known fact that each teaching method which is applied by educators has positive and negative aspects. The most important thing is that techniques must be chosen in accordance with the topics that will be taught so that better result can be obtained. Recently, it has been possible to have educational programmes that are rich in visual properties and share them with students with the help of computer are rich in visual properties and share them with students has been computers so technology. The most loved educational device by students has been computer and computer-aided education are the most useful educational tools that internet and computer-aided education are the most useful educational tools that

The use of Technology and its Effects on Educational Establishments

The effects of technological developments on educational establishments have been different in relation to qualifications of these establishments. First, differentiation in the content of teaching and in the methods of direct teaching emerges by the use of technology products in education. Obligatory changes in teaching methods also affect the contents of programmes in teacher training schools.

For the school administrations, it is necessary to know the new opportunities of technology products and also legal problems emerged owing to the use of them technology products and also legal problems emerged owing to the use of them. New contents such as internet crimes, ethic principles, patent rights, using a trade New contents such as internet crimes, ethic principles, patent rights, using a trade mark, violation of laws on the net, laws on national and local use of technology arise when educating school administrators.

Another result of developments in communication and information technology is that various teaching fields, programmes and departments in higher educational establishments which study the use of technology have been started. This is an important effect of the use of technology in education. Universities spend lots of money on internet infrastructures, online libraries, online subscribed database, electronic publications, subscriptionfees. Additionally, higher educationalestablishments are obliged to provide academic staff with computers, scanners, printers, software projection devices etc. which are expensive items. Providing academics with these modern and technological devices is an important criterion for Universities. It can be seen that there have been efforts to build cooperation between industry and university. Universities have increasingly been commercialized to contribute to the production of technological devices and to make money. It has been stated that developments and running of universities have been affected seriously by technology. Among the developments and innovations are effectiveness in educational service. shortening time taken to prepare programmes, arranging programmes, presentation, evaluation, outsourcing, increase in the number of people, firms, partners in the service, new university models, virtual universities etc. Another important issue is that academics are sensitive to the principles and rules determined for using computers and internet. Admittance, objection, approval of academic staff are of

great importance to use technology in universities. As technology develops fast, the need for it also increases. As a result of the spread of the use of technology in education, it has been a must to determine the attitudes, trends, ideas of students related to technological devices.

Conclusion and Suggestions

The presence of educational technology is growing in the classroom. The new generation of kids come ready to work with these new technologies, which play an important role in children's learning and acquiring various cognitive knowledge so that educational technology must be incorporated into future curricula. The application of educational technology enhances skills and cognitive characteristics. With the help of new technology comes an explosion of learning and receiving new information, especially on mobile devices.

Teachers have been using new technologies in the classroom. However, the development and application of new technologies grows as a measure that is the question of whether teachers are trained to keep up with them. Here we have two problems. Are the teachers have the ability to use educational technology and whether the school is sufficiently equipped with all modern technical means? Numerous studies were carried out, some are still ongoing, but we have to find the right strategies to apply educational technology in teaching.

It is known that technological devices used in educational establishments are not adequate in numbers as desired, mainly computers and internet access. However, the issue is not only shortage of hardware or software materials. Teachers should be trained to make use of these devices and to solve any problems related to the use of them. And also, students' good knowledge of computer and internet skills opens new dimension in their relations with administrators and teachers at school. Increase in investments which will enable the use of technological products more should not be sole target. It should be in accordance with the efforts to realize the targets set for the educational system by society. Otherwise, to support only technology-centred development without taking any variable into consideration could cause more problems instead of solving the existing ones. The use of technology in education, computers and related hardware and software, internet network, packaged software, user statistics should not be evaluated as quality variable alone. Instead, contents of programmes and arrangements should be stressed.

One of the benefits technology provides is that educational programs based on memorizing is given up and preparing programmes based on principles of active learning is adopted. The aim of contemporary and modern education is to train people who are creative, qualified and who produce knowledge. Therefore, teachers should

make effort to reach this aim. Importance should be attached to the developing the contents of curriculums and modernizing the programmes of technology education to keep abreast of technological developments and educate individuals who are technology literate. The following points should be of first priority:

- Updating the programmes of technology education in primary and secondary Ø schools.
- The use of new educational technologies and electronic online environment Ø
- Increasing the number of computers in schools, Ø
- Training teachers who have up-to-date information and attaching importance Ø to in-service training,
- Stressing internship practice, 0
- Modernizing the equipment in labs, Ø
- Better foreign language education (especially English), Ø
- Increasing the number of departments of technology education in universities, Ø
- Attaching importance to the applied lessons where students of teacher training schools can acquire skills and knowledge for using technological tools,
- Organizing in-service trainings for teachers to keep in touch with the latest technological developments in education and effective use of technological tools and devices with the help of qualified academic staff from departments of computer technologies education,
- Encouraging faculties related to technology education to be member of the international organizations for technology education such as WOCATE (World Council Of Associations For Technology Education),
- ITEA (International Technology Education Association) and to cooperate with Ø them.
- Holding international conferences on technology education, 0
- Benefitting from international student exchange programmes, 0
- Cooperation with the national firms that encourage technology to direct technology education for the needs of the country and preparing and arranging educational programmes within thisframe
- Technology education lessons should be obligatory in primary schools. 0

Independent technology education lessons that follow each other should be included in the curriculums of primary, secondary and higher educational establishments.

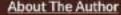
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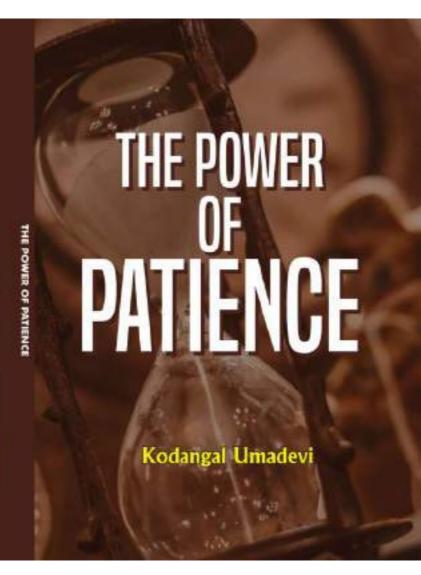
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Perceptions and Attitudes of Teacher Educators towards the Integration of Open Educational Resources (OER) in Teacher Education Programs in Telangana State

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Abstract

This study investigates teacher educators' understanding and attitudes of Open Educational Resources (OER) integration in Telangana teacher education programs, with a focus on variances in educational qualifications and teaching experience. A descriptive survey design was employed, with data acquired via an organized survey from 150 teacher educators at six state universities utilizing stratified random sampling. Results showed that 66% of teacher educators had medium to high OER awareness, though 34% reported inadequate awareness. ANOVA analysis identified considerable variations in the consciousness based on educational credentials (F = 7.687, P = .006), with UGC-NET/Ph.D.-qualified educators performing better. However, teaching experience had no significant influence on perceptions (F = 1.666, P = .199). The study results emphasize the role of advanced academic credentials in OER adoption and highlight the need for targeted training to improved integration, particularly among educators who have inadequate qualifications, to advance equitable and innovative professional competencies and skills required for $21^{\rm st}$ century.

Key words: Attitude, awareness, Open Educational Resources (OER)

Introduction

Open Educational Resources (OER) are increasingly being referred to around the world for promoting access, equity, and quality improvements in education (UNESCO, 2019). For teacher education programs, OER can potentially offer affordability, flexibility, and up-to-date instructional materials. Successful adoption, however, rests largely on the perception and attitude of teacher educators, who occupy a key position in the implementation of curriculum (Hilton, 2020). Previous research analyzing OER adoption in higher education has focused mostly on the broader context, and very little attention has been paid to teacher educators' perspectives, especially regarding pre-service teacher training. To fully understand their attitudes, it is necessary to know that reluctance or misconceptions would impact OER integration and thus its benefit fully possible from future teachers. The study explores teacher educators' perceptions and attitudes toward OER in teacher education programs, with both trends in adoption and institutional preparedness as gaps being addressed. The results highlight the enablers and barriers so as to inform policy and practice within a more sustainable OER ecosystem in teacher education.

Conceptual Framework

This study is theoretically framed through a hybrid construct of the Technology Acceptance Model (TAM) (Davis, 1989) and Rogers' Diffusion of Innovations (DoI) theory (2003). Together, both TAM and DoI provide a perspective on the assessment and adoption of new technologies by individuals. Perceived usefulness (PU) and PEOU comprise what TAM considers to be the critical inputs affecting technology adoption, while DoI focuses on compatibility, relative advantage, and complexity as innovation uptake attributes. Hence, both theories, as applied to OER integration, concentrate on shaping teacher educators' perceptions through their own assessments of OER's relevance for achieving their pedagogical goals, ease of application, and compatibility. Another dimension captured within the framework is institutional isomorphism, where DiMaggio and Powell (1983) discuss coercive (e.g., policy mandates), mimetic (e.g., peer modeling), and normative (e.g., professional standards) organizational pressure influences on educators' attitudes. The pedagogical aspect builds in constructivist learning theory (e.g., Vygotsky, 1978), seeing OER as tools for collaborative, adaptive knowledge-building, thus linking acceptance by educators to their pedagogical beliefs. What arises from the intertwining of these theories is that they explain how individual factors, institutional factors, and pedagogical factors interact together to shape teacher educators' readiness to adopt OER, thereby providing a comprehensive lens to analyze barriers (e.g., resistance to change) and enablers (e.g., institutional support).

Related Literature

Even when effective in democratizing knowledge and the lowering of costs (Mishra and Singh 2021), research on OER adoption in higher education does not ignore challenges in conforming to pedagogical practices (Hilton 2016). Studies note that acceptance of OER on the part of educators depends on whether it is believed to be useful and easy to use, along with institutional support (Otto 2020; Tang & Bao 2023). When you say that this conforms to the Technology Acceptance Model, created as per (Davis 1989), there is an example. For instance, Jhangiani et al. (2016) discovered that faculty members perceiving OER as able to adapt to their teaching needs were likely to adopt it, while resistance comes from concerns over quality and time constraints (Belikov & Bodily, 2016). Kasinathan et al. (2018) noted that cultural and institutional rules, such as rigid curricula or lack of training, stop OER integration in teacher education and relate this to DiMaggio and Powell's (1983) concept of institutional isomorphism. In addition, Tlili et al. (2020) mentioned how OER is consistent with constructivist pedagogies, such as co-working resources, which builds critical thinking skills among pre-service teachers, referring to social learning theory by Vygotsky (1978). However, gaps remain in understanding how teacher educators negotiate these factors. While global surveys (Cox & Trotter, 2017) map infrastructural barriers (e.g., limited technical access), few studies explore the interplay between educators' pedagogical beliefs and institutional policies in shaping OER adoption (Wiley et al., 2017; Jung et al., 2021). This study extends prior work by examining these interconnections within teacher education, addressing calls for context-specific OER research (Zancanaro & Amiel, 2022).

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Identified Gaps

While existing research broadly explores OER adoption in higher education, three critical gaps emerge in the context of teacher education. First, despite acknowledging institutional and cultural barriers (Kasinathan et al., 2018; Cox & Trotter, 2017), few studies focus on the unique role of teacher educators as gatekeepers of pre-service training curricula, whose perceptions directly influence OER's scalability (Zancanaro & Amiel, 2022). Second, while TAM and DoI frameworks explain individual adoption behaviors (Davis, 1989; Rogers, 2003), there is limited investigation into how pedagogical beliefs (e.g., constructivist practices) interact with institutional pressures (e.g., policy mandates) to shape OER integration (Jung et al., 2021). Third, though OER's alignment with collaborative learning is theorized (Tlili et al., 2020), empirical evidence remains scarce on how teacher educators reconcile OER's adaptability with discipline-specific or accreditation-driven demands (Wiley et al., 2017). These gaps underscore the need for context-specific studies that bridge individual attitudes, institutional dynamics, and pedagogical philosophies in teacher education precisely the focus of this research.

Theoretical Foundations

A. Open Education Theory

Open Educational Resources (OERs) are those materials used for teaching, learning, and research that are freely accessible to everyone with no restrictions on their usage (UNESCO, 2012). Open Education Theory primarily highlights the democratization of knowledge since OERs overcome educational barriers to free access and reuse. In addition, another significant aspect stressed in their theory is collaborative knowledge production, where participatory creation and sharing thrive.

B. Constructivism and Social Learning

Constructivism emerged from the works of Piaget (1936) and Vygotsky (1978). In this model of pedagogy, learning is considered active construction of knowledge by the learners who are interacting with resources and peers. The constructivist learning process calls for OERs to greatly aid localized, contextual, and customizable content to meet the diverse needs of learners.

C. Capability Approach

The Capability Approach as propounded by Amartya Sen (1980) and Martha Nussbaum (1990) aims to increase the abilities of individuals to live a life they value. Open Educational Resources (OER), in education, are an avenue to enhancing capabilities through access to quality education and empowerment for the marginalized, like rural learners and women. Lack of finances and structure has thus given OER users space for their skill-building and personal growth.

D. Critical Pedagogy

Critical pedagogy, as conceived by Paulo Freire (1970), questions the traditional hierarchy of the teaching situation in which students is perceived as passive recipients of knowledge. On the one hand, OER relate to learner agency, the decolonization of curricula, and the awakening of critical thinking. The most prominent characteristics of OER are their compliance with the 5R Permissions framework developed by David Wiley that essentially delineates the freedoms that constitute open education. The 5Rs (*Retain, Reuse, Revise, Remix, Redistribute*) are complemented by the principle of Open Access, which ensures OER are freely available online without barriers such as pay walls or subscriptions, thus

democratizing access for learners irrespective of their socioeconomic standing. This is legally supported by Open Licensing, most often through Creative Commons (CC) licenses, which explicitly specify the permissions granted for reuse. For example, the CC BY (Attribution) license permits all uses as long as credit is given to the original authorship, while CC BY-SA (Share Alike) requires that any derivative works be licensed under the same terms. In contrast to standard copyrighted works, the licensing of OER removes the problem of legal ambiguity so that educators and learners can understand without fearing infringement as to what actions they may want to engage-in such as adapting a textbook or remixing multimedia. Thus, these features-encompassing openness, flexibility, and legal clarity-earn OER the title of an innovative apparatus for equitable, participatory, and sustainable education.

OER in Teacher Education

In India, Open Educational Resources (OER) have gained traction as a tool to address systemic challenges in education, including high costs of materials, regional language diversity, and unequal access to quality teacher training. Government initiatives like the *National Digital Library of India (NDLI)*, *SWAYAM* (online courses), and *DIKSHA* (digital infrastructure for teachers) promote OER to democratize education, aligning with the National Education Policy (NEP) 2020's emphasis on technology-integrated, inclusive learning. In teacher education, OER offers adaptable resources for preservice and in-service training, enabling educators to address localized needs (e.g., multilingual content, contextual pedagogies) and model innovative practices for future teachers. Challenges include infrastructural gaps (limited internet access in rural areas), uneven awareness of OER's potential, and institutional inertia in moving beyond traditional textbooks. However, grassroots efforts by organizations like *NCERT* (e.g., e-Pathshala) and collaborations with global OER platforms (e.g., Khan Academy partnerships) showcase progress. By integrating OER into teacher education curricula and fostering institutional support (training, policy incentives), India can empower educators to co-create and share resources, bridging gaps in quality and equity while preparing teachers for 21st-century classrooms.

Objectives

- 1. To examine teacher educators' awareness and perceptions of Open Educational Resources
- 2. To study teacher educators' awareness and perceptions of Open Educational Resources in relation to educational qualification and teaching experience

Hypotheses

Based on theoretical and empirical evidences the following hypotheses were formulated:

- 3. There is a significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their educational qualifications.
- 4. There is a significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their teaching experience.

Methodology

Design of the study

According to the objectives this study was employed a descriptive survey research design to explore awareness and perceptions of Open Educational Resources in Teacher education Institutions of Telangana State. This approach is suitable for capturing the current status of teachers' awareness and perceptions. The survey design allows for the collection of both quantitative and qualitative data, providing a comprehensive view of the issue.

Sample of the study: For the present study, proportionate stratified random sample technique was adopted. The present study employed a stratified random sampling technique to ensure proportionate and representative selection of teacher educators from various universities offering B.Ed. programs in Telangana. The total population included 2,642 teacher educators working in 195 B.Ed. colleges affiliated to six state universities: Osmania University, Telangana University, Kakatiya University, Palamuru University, Satavahana University, and Mahatma Gandhi University. From this population, a sample of 150 teacher educators was drawn. To maintain proportional representation, the sample was stratified according to the number of teacher educators in each university, and simple random sampling (lottery method) was employed within each stratum. This method ensured that the sample accurately reflected the composition of the total population, thereby enhancing the reliability and generalizability of the study findings.

Research tool

Research tool was developed by the researcher for obtaining information on identified variables of the study. The tool was developed for the purpose of procuring as much information as possible on each specific item from teacher educators. Survey method was used to assess the level of perceptions and attitude on OER integration in teacher education.

Teacher's attitude and perception scale on OER integration in teacher education was constructed by the investigator after referring to some of the available standardized tools. The motivation for developing a new tool is expert's suggestions and the researcher's belief that the previous tools are inadequate for some reasons and not completely cover the dimensions under present study.

The Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) is adopted to structure the "Teacher's Attitude and Perception Scale on OER Integration," as it holistically addresses teachers' interplay of technology (OER platforms), pedagogy (instructional strategies), and content mastery (subject expertise). TPACK's emphasis on contextual integration aligns with key OER adoption challenges, such as adapting resources to pedagogical goals (Technological Pedagogical Knowledge) and enhancing subject delivery (Technological Content Knowledge).

Validity of the data collection tool

The validity of the "Teacher's Attitude and Perception Scale on OER Integration" was ensured through content validity and construct validity. Content validity was established by aligning the tool with the Technological Pedagogical Content Knowledge (TPACK) framework and incorporating feedback from experts in education and OER to ensure relevance and comprehensiveness. Construct validity was supported by grounding the questionnaire in established theories (e.g., TAM, DoI) and

prior empirical studies, ensuring it accurately measured awareness and perceptions of OER. While the tool demonstrated logical coherence with theoretical constructs, further validation through factor analysis could strengthen its psychometric robustness in future studies.

Reliability

To assess the internal consistency of the 70-item scale, Cronbach's Alpha was calculated. The analysis yielded a Cronbach's Alpha coefficient of 0.776, indicating a good level of reliability, suggesting that the items have relatively high internal consistency and are measuring the same underlying construct. Despite the medium correlation between the two halves of the scale observed in the split-half reliability (with Spearman-Brown and Guttman coefficients at 0.424), the overall alpha value supports the reliability of the scale as a whole. Therefore, the 70-item scale can be regarded as a reliable instrument for data collection in this context. This high alpha value indicates that the awareness and perceptions of Open Educational Resources Questionnaire is a reliable instrument for measuring teachers' awareness and perceptions towards the integration of OER in Teacher Education. However, to enhance the generalizability and robustness of the scale, it is recommended that the instrument be further standardized and validated using a larger and more diverse sample.

Procedure

The researcher developed a structured Teacher's attitude and perception on OER integration in teacher education Questionnaire using Google Forms as the research tool for data collection. The link to the online questionnaire was shared with teachers from six selected Telangana State Universities through email and official university/college communication channels, along with clear instructions for completion. Before data collection, the researcher established rapport with the teachers through virtual interactions and explained the purpose of the study. Participants were assured of confidentiality and informed that their responses would be used solely for research purposes. Once the responses were received, the data were downloaded in spreadsheet format and analyzed using SPSS version 20. Descriptive statistics and the F-test were applied, and the results are presented in the following tables.

Results

Table-1:
Teacher Educators' Awareness and Perceptions of Open Educational Resources (OER)

Awareness and Perceptions of (OER)	Frequency	Percentage
Low	51	34.0%%
Medium	49	32.7%
High	50	33.3%
Total	150	100%

Out of 150 teacher educators, 51 (34.0%) had low, 49 (32.7%) had medium, and 50 (33.3%) had high levels of awareness and perceptions of Open Educational Resources (OER). This indicates that a majority (66%) of teacher educators demonstrated medium to high levels of awareness and perceptions, while a smaller proportion (34%) showed low levels. Thus, it may be concluded that most teacher educators are moderately to highly aware of OER and its integration into teacher education programmes.

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Hypothesis-1: There is a significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their educational qualifications The F-test was conducted to test the hypothesis.

Table-2:
Showing Teacher Educators' Awareness and Perceptions of Open Educational Resources (OER)Educational Qualification wise

	Educational	N	Mean	Std.	F	Sig.	df
Teacher	Qualifications			Deviation		8	
Educators'	PG with M.Ed.	39	215.4615	12.8305	6.892	.001	
Awareness and	UGC-NET with Ph.D.	54	226.1481	16.0945	7.665	.006	2,
Perceptions	PhD without NET	57	223.5263	12.6068	6.096	.015	147
on OER	Total	150	222.3733	14.5613	7.687	.006	

Table-2 presents the analysis of teacher educators' awareness and perceptions of Open Educational Resources (OER) based on their educational qualifications. The mean scores indicate that educators with UGC-NET and PhD (M = 226.15) have higher awareness and perceptions, followed by those with PhD without NET (M = 223.53), and PG with MEd (M = 215.46). The ANOVA results show a statistically significant difference (F = 7.687, p = .006) among the groups. Hence, the hypothesis (H1) is accepted, indicating that educational qualifications significantly influence teacher educators' awareness and perceptions of OER.

This finding is supported by the findings of *Orr, D., Rimini, M., & Van Damme, D. (2015), Belikov, O. M., & Bodily, R. (2016), Cox, G., & Trotter, H. (2016).* But contradicting from the findings of *Rolfe, V. (2012), de los Arcos, B., Farrow, R., Perryman, L.-A., Pitt, R., & Weller, M. (2014), Allen, I. E., & Seaman, J. (2014)* that no significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their educational qualifications.

H2: There is a significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their Teaching experience

The F-test was conducted to test the hypothesis.

Table-3:
Showing Teacher Educators' Awareness and Perceptions of Open Educational Resources (OER)Teaching Experience wise

Teacher	Teaching	N	Mean	Std.	F	Sig.	df
Educators'	Experiences			Deviation			
Awareness	Upto 10 yrs	59	220.2373	16.0100	3.758	.026	
and	11 to 20 yrs	61	221.3279	13.2573	6.966	.009	2,
Perceptions	Above 21 yrs	30	228.7000	12.6549	5.850	.017	147
on OER	Total	150	222.3733	14.5613	1.666	.199	

Table-3 presents the awareness and perceptions of Open Educational Resources (OER) among teacher educators based on their teaching experience. The mean scores indicate a positive trend: educators with over 21 years of experience reported the highest awareness (M = 228.70), followed by those with 11-20 years (M = 221.33), and those with up to 10 years of experience (M = 220.24).

Although there is an increasing pattern in mean scores with years of experience, the overall result (F = 1.666, p = .199) is **not statistically significant** at the 0.05 level. This suggests that the observed differences in awareness and perceptions of OER among different experience groups may be due to random variation rather than actual differences related to teaching experience.

This finding is supported by finding of *Mtebe and Raisamo* (2014), *Hatakka* (2009). But the findings of *Rolfe* (2012) and *Harish and Belawati* (2020) revealed no significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their Teaching experience

Discussion

Another major goal of the present study was to examine the awareness of and perceptions toward OER among teacher educators and to see if they largely differ with regard to educational qualifications and experience in teaching. The findings show that OER awareness was fairly distributed among the teacher educators, with 66% having medium to high levels of awareness and 34% falling under low-awareness. This means OER and their possible integration in teacher education programs are not entirely new to teacher educators in the study. On the other hand, the existence of one-third of the population with low awareness underscores the importance or need for further sensitization and training programs.

With regard to educational qualifications, the study found that a statistically significant difference in awareness and perception existed in the case of OER. Teacher educators holding UGC-NET and PhD qualifications formed the highest OER awareness group, followed by PhD but not NET, and then PG and MEd. This confirms the hypothesis that higher educational qualifications would relate positively to understanding and engagement with OER. One might conclude that educators with research training and more academic exposure are also more likely to explore and adopt innovative educational resources. In relation to teaching experience, on the other hand, OER awareness was observed to increase gradually with increased years of experience, but differences were not significant statistically. This may indicate that teaching experience by itself is not a strong determiner for OER awareness and perceptions. Rather, the extent to which one interacts with OER may stem more from reliable recent training, institutional culture, or personal initiative than the number of years within the profession.

Conclusion

The study concludes that whereas most teacher educators were noted to have medium to high awareness levels and perception of Open Educational Resource (OER), there existed significant differences when considering educational qualifications: the greatest awareness always belonged to those with higher academic credentials. Teaching experience has no significant impact on OER awareness. This finding, therefore, implies that targeted CPD for the enhancement of OER integration is vital across the board to all educators.

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Work-Life Balance among Secondary School Teachers with respect to Age and Teaching Experience

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Work-Life Balance among Secondary School Teachers with respect to Age and Teaching Experience Abstract

Satisfaction with profession is a combination of emotional and mental experience, which can enhance the productivity and effectiveness. Adjusting refers to the individuals' behavioral process. A highly satisfied and well-adjusted teacher contributes maximum productivity and effectiveness to their profession and to the nation. Work satisfaction and adjustment largely contributes to the managing balance between different pressures at profession or workplace and responsibilities at family. Work-life balance can be defined as maintaining perfect harmony, integration and equilibrium between the work domain and individual life domain both not influence with one another. *Method:* In this survey study, the researcher has selected a sample of 480 secondary school teachers of Nalgonda,

Yadadri Bhongir and Suryapeta Districts of Telangana State during the academic year 2017-2018 by proportionate stratified random sampling technique. The work-life balance tool developed by the investigator was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. *Findings:* The findings revealed that teachers with 31-40 yrs of age appear to be comparatively better than others in work satisfaction. Senior most teachers (21yrs & above teaching experience) seem to be marginally better than others in adjustment.

Keywords: Work-Life Balance, Age, Teaching Experience, Secondary School Teachers

Work-Life Balance among Secondary School Teachers with respect to Age and Teaching Experience

In the fast running era of human life, people failing to maintain a perfect harmony between the professional pressures and the responsibilities at home; either they are men or women. In school settings, teachers find it more difficult to balance multiple roles and responsibilities at work and family life emphasis on work-life conflict. Maintain a perfect harmony and balance between work and individual life is increasingly becoming top priority by teachers and other professionals but might be inversely dependent on how much one earns. The responsibilities in school are different, organizing and involvement in extracurricular, finding novel techniques to improve students' learning etc. Thus, teachers need to be energetic, enthusiastic and have patience in order to cope difficult situations. Moreover, the teacher must come out with a creative way of teaching in order can stimulate students to involve actively in teachinglearning, attentive and enjoy the subjects. All the above conditions manifest the stress among teachers and cause work-life conflict. Professional pressures like high expectations, myriad demands can also lead to conflict between work and life domains. Teachers need to provide learning experiences according to the needs of learner and there are societal demands in addition to work pressures leads to imbalance between work and life also affect their teaching efficiency. Human life has become more complex and stressful is due to many rapid changing economic conditions, advancements in every domain of his/her life and myriad social demands have changed enormously the nature of work all over the world. As part of society, teachers are also vulnerable to issues like maladjustment, work-life imbalance and stress. Several factors related to personal and profession that impact the behavior of teachers to make considerably influences their teaching.

So, work-related stress, dissatisfaction heavily influences various aspects of teachers' career, family, and personal life. It is found that "the imbalance of work and life caused by working extra-long hours and overbearing of workloads" (Jones and Bright, 2001). According to Kofodimos (1993), "an imbalance between work and life has been reflected as a problem that harms individual lifestyle and well-being." This imbalance causes improper planning of teaching, timing, and physical and mental health problems. These may lead to absenteeism and other psychological problems.

Most frequently used word in the context of work settings is work-life balance, but nowadays teaching profession also reporting overburden due to work-related strain and career issues (Hakanen et al, 2006). Many efforts have been directed to study the different combinations of dimensions of work-life balance by many experts. Kirchmeyer (2000) also defined a "balanced life as achieving satisfying experiences in all the domains of life. Spending and allocating time, utilize energy and commitment to the work are contributing factors and well distributed throughout all the dimensions that are helpful in achieving satisfying positive life.(p.81) Subsequently, Clark (2000) improvised the definition as "satisfaction and good functioning at work and in the family with a minimum level of role conflict." (p.751)

For the present study work-life balance comprises four dimensions: They are i) Work satisfaction, ii) Family/Life satisfaction, iii) Institutional commitment and iv) Adjustment.

i.Work Satisfaction: A teacher, who satisfied with teaching, get interested and perform to the maximum extent. Hence satisfaction in work is a vital component to all working professionals, especially teachers need to be satisfied with their profession. This term is generally used with regard to the resources and provisions available at the school. Flexible and conducive working conditions, adequate salary, opportunities to utilize ones' talents, motivation for the task accomplishment, and chances for professional development can make the individual satisfied. These positive conditions are very much helpful in improving a positive attitude towards teaching and help in adding to the good quality of work-life. Better and effective teaching-learning process requires the ability to maintain quality work-life, which now become a prime issue. Experiencing higher level of satisfaction with teaching results better quality teaching that helps students. (Collie et al., 2012; Griva et al., 2012; Demirtas, 2010). According to Ingersoll (2001) & Ostroff (1992) "teacher job satisfaction can affect the teacher absenteeism, workforce, income, and school effectiveness."

- ii. Satisfaction with family/life: 'Satisfaction with family and self-life', is a must to maintain a perfect and satisfying balance between work and life. An individual those who able to allocate and spend a good amount of time to both his family and profession can feel satisfaction on both. The resources for work and family may vary from person to person; individual well-being improves when he/she associates closely with family and living conditions improve with work involvement. Consequently, one can assume that one's level of satisfaction with personal life and professional life may be critical to the level of satisfaction and happiness in general. Hill (2005) argues that "family satisfaction contributes a significant role in improving individual's wellness and it can also influence employees' work performance. Higher the family satisfaction better would be work satisfaction and productivity at work."
- iii. Institutional commitment: Commitment with an institution tells about the extent to which an employee's desire to association with the institution. Commitment acts as a motivational force that stimulates and inspires teachers to perform better to improve success among students. It also helps in reducing absenteeism. This encouragement stimulates teachers to seek ways to enhance the efficiency and establish an effective teaching-learning environment to allow students to achieve their goals. According to Cohen, (2003) commitment is "a strong binding force that holds any person to a course of action of relevance to one or more targets" (p. 11). According to Porter et al. (1974), "it is a sense of attachment to the institution, characterized by willingness to abiding in it; taking the institutional values and goals to his/her own; readiness to perform effort on behalf of the institution" (p.604). The Business Dictionary (2013), defines organizational commitment as "strength, sense of responsibility and duty mindedness that an employee possess towards the mission of an organization and its goals".
- **iv. Adjustment:** Teaching is goal oriented has become challenging task both physically and mentally. Teacher need to be enthusiastic and energetic to perform daily responsibilities in the school as well as with personal and family. The adjustment refers to the behavioral process of balancing between conflicting needs to be challenged by difficulties arise at working environment. Overcoming adjustment problems is crucial to achieve a high quality of life. Sound knowledge of teacher adjustment processes is very much needed under the current situations, not only in order to enable a teacher to perform better but also, in order to accommodate the way for a better adjustment and healthy progress of students. Teachers, who are adjusted, could be efficient and would bring improvement in education system. A highly adjusted teacher reported high efficiency in his/her teaching. (B.P.Singh, 2014) Measuring the status of work-life balance needs to study critically at many factors either they may be subjective or objective, and exploring different types of conflicts that are arise between activities that individual want or have to do in their everyday lives.

Literature Review

Karsli & Iskender (2009) concluded that higher job satisfaction was found among branch teachers. Benni (2011) revealed that age, education, length of service, income increases the level of role conflict decreases. Rajashree (2011) found that Primary and Secondary teachers have low adjustment than the higher secondary and graduate level teachers. Neetu Dahiya (2011) showed that experienced teachers were found to possess significantly higher adjustment. Devi et al. (2011) argued that, no significant relationship was found between experience and punishment for the working place, family type, and work-life balance. Majority of them were doing school work at their home. Rambabu Dharavath (2012) found no significant difference among teacher educators with reference to the age. Christopher Raj (2014) concluded that unaided management showed higher institutional commitment and Government school teachers were found to be having a higher level of job satisfaction. Vasireddy Laxmi Rajyam (2014) explored that teaching experience had an impact on job satisfaction.

Need and significance of the study

Perfect harmony between work and life dimension is prime issue for a teacher to be more efficient, productive, fruitful, effective, and successful. Most of the people, especially teachers struggle to maintain smooth, satisfying and healthy quality work-life balance. Stress and overburden not only affect teachers at work place but also extend to their home so as to get well prepared for the following day, apart from monitoring, maintain all the records and attending to all school related requirements.

Relative to working professionals in other sectors, teachers experience significantly more issues like stress, dissatisfaction and suffer more often from psychological problems. Except for periodical types of research where the efforts have been directed to study the variables in different combinations of dimensions, most of these have been investigated to some extent and thus not adequate in giving a clear picture of the whole phenomenon of work-life balance. Moreover, there is a need for such research evidence referring to secondary school teachers of newly formed Telangana state. Keeping in mind the significance of the manage work-life balance among teachers; an idea was conceptualized to study the status of work-life balance among teachers.

The study findings would be helpful to educational planners and policy makers in providing effective work-life strategies to teachers, which are useful in minimize work-life conflicts so that they may be in a position to manage and adjust daily activities to acquire a perfect harmony between profession and family. Thus there is a need to study the work-life balance among school teachers. Hence it is worthwhile to undertake a research problem entitled "Work-life balance among Secondary School Teachers".

Objectives

- 1. To study the work-life balance among teachers with respect to age.
- 2. To study the work-life balance among teachers with respect to teaching experience.

Hypotheses

Considering the review of the related literature done, the hypotheses for the present study:

- 1. There is a difference in the work satisfaction of teachers with respect to their age.
- 2. There is a difference in the adjustment of teachers with respect to teaching experience.

Methodology

According to the objectives, descriptive survey method was adopted for the study.

Sample

Teachers teaching 8th, 9th and 10th classes were selected for the study. The random sampling technique was used for the selection of teachers. The total number of secondary school teachers in three districts was 12,710. (Educational Statistics, Telangana, 2014-15) Out of 5785 teachers, 240 teachers were selected from Nalgonda, out of 2940 teachers 96 teachers from Yadadri and out of 3985 teachers 144 teachers from Suryapet in the ratio of 5:2:3. The teacher sample was taken from 40 schools. From each school, 12 teachers were selected randomly by the lottery method. Therefore the total number of teachers selected for the study was 480.

Variables: In this study, independent variables were age and teaching experience and the dependent variable was work-life balance.

Tool: Two measures were used in this study.

- 1. Personal data sheet: The personal data sheet was constructed to obtain the personal data of the teachers. It consisted of the following items: Teacher Name, Age, Gender, Category, Location of the school, Type of the school (management), Medium of Instruction, Educational Qualification, Teaching Experience, Teaching Subject, and Monthly Income.
- 2. Work-Life Balance Tool: Teachers' work-life balance tool was developed by the investigator after referring to some of the available standardized tools on work-life balance. For the present study 'work-life balance' comprises four dimensions: They are: i) work satisfaction ii) Family/life satisfaction iii) Institutional commitment and iv) Adjustment. The motivation for developing a new tool is the experts' suggestions and the investigator's belief that the previous tools are inadequate for some reasons and not completely cover the dimensions under the present study. The following tools were referred before designing a work-life balance tool for teachers: Work-life questionnaire by Bohen, Viveras & Long (1981), Work-life balance scale by Sirgy et .al (2004), Measure of work-life balance and its covariates by Dex and Bond (2005), Work-life balance questionnaire by Zeigler (2007), Work-life questionnaire developed by A. Rashida Banu & K.Duraipandian (2014)

Reliability: Work-life balance was developed by the investigator. A pilot study was conducted to finalize the tool and establish validity & reliability. The pilot study was conducted in 2 Schools of Ranga Reddy district. From each school, 15 teachers were selected.

The work-life balance tool was distributed to 30 teachers in two schools. The tool was explained to the teachers and collected the data from the teachers. In the pilot study, the split-half method was adopted. To find out the internal consistency of the teacher work-life balance tool split-half reliability was done. It was estimated by dividing a test into two equivalent halves and correlating the scores on the two halves. Internal consistency of reliability of the work-life balance tool was estimated by Cronbach's alpha. For the total items of teachers' work-life balance tool an alpha of 0.851 was obtained. Hence the reliability of the tool was established.

Procedure: The investigator visited 40 schools for data collection. The investigator developed a rapport with the teachers before commencing the data collection. The work-life balance tool was distributed to the teachers and instructions were readout. The investigator clarified the difficult statements to the teachers and remained with them until the completion of the questionnaire. The obtained scores were analyzed with the Statistical Package for Social Sciences (SPSS-20). Descriptive statistics, one way ANOVA was test was applied. The obtained results were discussed in the following tables.

Results

Hypothesis- 1: "There is a difference in the work satisfaction of teachers with respect to their age." To test the above hypothesis, one way ANOVA (Analysis of Variance) has been employed. Results of the statistical computations were presented in Table 1

a. Predictor: Age

b. Dependent Variable: Work satisfaction

One way analysis of variance has been employed to find out the difference between teachers age i.e., 25 to 30 yrs, 31 to 35 yrs, 36 to 40 yrs and above 41 yrs of age with respect to work satisfaction. Results of the statistical computations are presented in Table-1. The obtained F value is 1.734 with a df 3,476 was found to be statistically not significant. However the difference in the mean scores indicates that teachers 'work satisfaction' was observed to be comparatively becoming better with advancement in age. This was statistically not significant. (p> .05).

TABLE I
Showing Work-Life Balance among Teachers with respect to Age

Dimension	Age	N	Mean	Std. Deviation	F- Value	Sig.	df
	25-30yrs	104	19.61	2.556			
Work satisfaction	31-35yrs	98	20.12	1.645	1.734	.159	
	36-40yrs	100	20.21	1.849			
	41yrs & above	178	19.98	2.024			
	Total	480	19.98	2.054			
	25-30yrs	104	49.82	5.992			
Family/Life	31-35yrs	98	51.85	4.724	4.005	007	
satisfaction	36-40yrs	100	52.03	4.883	4.085	.007	
	41yrs & above	178	51.60	5.007			
	Total	480	51.35	5.207			3,
	25-30yrs	104	21.87	2.155			476
Institutional	31-35yrs	98	22.34	1.827	001	.397	
commitment	36-40yrs	100	22.18	2.086	.991		
	41yrs & above	178	22.02	2.180			
	Total	480	22.08	2.087			
	25-30yrs	104	34.75	3.638			
	31-35yrs	98	34.82	3.489			
Adjustment	36-40yrs	100	34.80	2.961	.051	.985	
Aujustinent	41yrs & above	178	34.67	3.609			
	Total	480	34.74	3.455			
	25-30yrs	104	126.04	10.733			
0 11	31-35yrs	98	129.12	8.372			
Overall work-life balance	36-40yrs	100	129.22	8.631	2.400	.067	
work-ine baidilee	41yrs & above	178	128.27	10.219	2.400	.007	
	Total	480	128.16	9.714			

Hence the hypothesis-1: "There is a difference in the work satisfaction of teachers with respect to their age."- was rejected.

Hypothesis- 2: "There is a difference in adjustment of the teachers with respect to teaching experience."

To test the above hypothesis, one way ANOVA was employed. Results of the statistical computations were presented in the following Table 2

a. Predictor: Teaching Experience

b. Dependent variable: Adjustment

The obtained F value 1.272 with a df 2,477 was found to be statistically not significant. However, the difference in the mean score indicates that 'teachers' adjustment' was seem to be marginally better with experience (p> .05). Hence the hypothesis-2, "There is a difference in adjustment of teachers with respect to teaching experience"- was rejected.

TABLE II
Showing Work-Life Balance among Teachers with respect to Teaching Experience

Dimension	Teaching Experience	N	Mean	Std. deviation	F value	Sig.	df
Work	Upto 10 yrs	255	19.80	2.090			
satisfaction	11 to 20 yrs	137	19.94	1.973	1.448	.236	
	21 & above	88	20.22	1.803	1.770	.230	
	Total	480	19.91	2.009			
Family/life satisfaction	Upto 10 yrs	255	50.87	5.326			
	11 to 20 yrs	137	51.75	4.902	2.966	.052	2,
	21 & above	88	52.28	5.063	2.700		477
	Total	480	51.38	5.181			
	Upto 10 yrs	255	22.02	2.081		.777	
Institutional commitment	11 to 20 yrs	137	22.12	2.038	6.756		
	21 & above	88	22.19	2.196			
	Total	480	22.08	2.087			
	Upto 10 yrs	255	34.80	3.416			
Adjustment	11 to 20 yrs	137	34.39	3.398	1.272	.281	
	21 & above	88	35.13	3.641	1,2,2		
	Total	480	480	3.455			
Overall work-life balance	Upto 10 yrs	255	254	9.30754			
	11 to 20 yrs	137	137	9.78627	1.872	.281	
	21 & above	88	88	10.39401		01	
	Total	480	479	9.66923			

DISCUSSION

The research aimed to study work-life balance among secondary school teacher with respect to age and teaching experience. The teachers' age was from 25 yrs to above 41 yrs. The findings of the study indicated that teachers between 31-40 yrs of age appear to be comparatively better than others in work satisfaction. Senior most teachers (21yrs & above teaching experience) seem to be marginally better adjusted than others.

- H 1. There is a difference in work satisfaction of teachers with respect to their age. Teachers between 31-40 yrs of age appear to be comparatively better others. The teachers should be satisfied with their work in order to function efficiently and also effectively. Teachers, who receive great satisfaction from their profession, largely contribute towards effective teaching and finally helping the country to achieve the educational aims.
- H 2. There is a difference in adjustment of teachers with respect to teaching experience. Senior most teachers seems to be marginally better adjusted than others but statistically not significant. Committed, well-adjusted teachers who are satisfied with profession, family, and life can succeed in their lives, and enlighten their students.

CONCLUSION

The study showed that work satisfaction scores of the teachers did not differ significantly with regard to age. Teachers between 31-40 yrs of age appear to be slightly better than others in work satisfaction. It is also found that senior most teachers seem to be marginally slightly better adjusted than others. A balance should be established between family/life and workload distribution, time and extracurricular activities so as to inculcate efficiency among teachers. Findings of the current study revealed that work satisfaction and adjustment will largely contribute in work-life balance.

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EDUCATIONAL IMPLICATIONS

Teacher training institutes, policy makers and Government need to develop and organize the programs to all the teachers about how to manage family/life & work-life and how to attain satisfaction with their teaching.

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WELL-BEING AMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO AGE AND TEACHING EXPERIENCE

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Abstract

Well-being is the extent to which an individual experiences happiness, feeling of comfort, satisfaction with one's life experiences and one's role in the world of work, belongingness, curiosity and ability to use abilities and talents to the maximum extent, and sense of achievement, and no distress, dissatisfaction, and worries. *Method:* The Survey method was adopted for this study. The present study consisted of 480, secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, Telangana during the academic year 2017-2018. The well-being tool developed by the investigator was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. *Findings:* The findings revealed that age was directly proportional to well-being i.e., higher the age of teachers, better was the well-being among teachers. Teachers with 36 yrs to 40 yrs of age were definitely better than others. Senior-most teachers were definitely better than others with regard to well-being.

Keywords: Well-being, Age, Experience, Secondary School Teachers

Progress of any nation predominantly depends on the health, wellness, quality of life and life satisfaction of its citizens. A teacher plays major role in the progress of society. Students' character building; growth and success also largely depends on the role plays by the teacher. It is the teacher, who provides learning experiences and opportunities. Teachers also play a pivotal role in shaping an ideal and knowledgeable emerging society, their health, wellness, personality, character, qualities, attitude, aptitude and lifestyle are valuable and essential for moulding the good and ideal students and thereby contributing to creating a better nation. The National Commission on Teachers (1983-85) emphasized the important and crucial role of teachers in nation building. "The wellness of teachers is a matter of concern to all as teachers accomplish a significant role of preparing the students to be future citizens and to face the present and future challenges." (p.17) The Kothari Commission (1964-66) was rightly emphasized that "the destiny of India is now being shaped in her classrooms." (p.2)

Managing good health and well-being are prerequisites for the teaching-learning process. The success of an educational process is determined to a large extent by its teachers and the success of students also depends upon the teacher's mental health, well-being, guidance, and teaching. Teachers should be aware, how significance of health and well-being in the education system. In fact, most of the teachers know about the importance of health and well-being, but little efforts are made to implement this. Heavy workload, stress are the frequently reported by teachers, which are seem to be major contributors to illness as well as a cause for health problems. National



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Curriculum Framework for Teacher Education (2009) emphasized that "it is the teacher in the classroom who inspires, cultivates, and motivates learning." Undesirable pressure of competitiveness in today's society, teachers are expected to be serve additional working hours daily to be effective and productive so that they could reach upto maximum extent and face challenging circumstances. The concept of well-being now has become increasingly prominent since the acknowledgment that there is more to health than the absence of disease. Well-being includes human strengths and positive psychological outcomes which enable human beings to maintain healthy relationships for the purpose of being happy, healthy, and harmonious.

Positive relationship and active engagement with family and society are an important part of well-being definition (Kahneman, Diener & Schwarz 1999; Seligman & Csikszentmihalyi, 2000). The history of well-being dates back to Aristotle's period when the term Eudaimonia (the Greek word for happiness) was coined and defined. Aristotle's views on Eudaimonia was that 'human flourishing associated with living a life of virtue, or happiness based on a lifelong pursuit of meaningful, developmental goals, was the key to a satisfied prosperous life.' Bradburn (1969) emphasized how psychological well-being (translated to as happiness) was the factor that stands out as being generally transformed as well-being. Aristotle believed this "lifelong pursuit of happy and prosperous life is to be the universal goal of human actions" (Bradburn, 1969, p.9). Some efforts made by Ross (1967) and Copper (1997) to eliminate the discrepancy between the meaning of eudaimonia and happiness, and due to inadequate capture the meaning and translation of the Greek word Eudaimonia (happiness). They proposed two new terms; which are 'well-being' and 'flourishing' (Walker & John, 2012. p.22). An employee who is happier flourished would act more productive (Spector et al., 2004; Moorman, 1993). In this regard, well-being can be understood that, an individual experiences a feeling of comfort, happiness, contentment, and curiosity and is able to engage to the maximum extent with what is going on around him /her. Flourishing means functioning to the maximum extent in the world; experiences positive relationships have some control over life and have a sense of purpose. Human basic needs can be fulfilled by achieving good health, well-being and quality of life which has been a major concern in every society.

A principle of life as expounded in the Indian scriptures, especially the Bhagavad Gita is very much beneficial for the well-being (happiness) and personal growth. Well-being means individuals' ability to enjoy their life and efforts in order to achieve psychological resilience. Mahatma Gandhi acknowledged the Indian great scripture; Bhagavad Gita is a proven rich source of mental peace or well-being (Amareshwaran, 2018). The four purusharthas of human lives are like Maslow's hierarchy needs. The four goals of every human life are Kama: pleasure, love associate with basic biological needs; Artha: Seeking meaning or purpose of life through economic prosperity resembles with belongingness needs; Dharma: righteous driven actions to fulfill self-esteem needs; Moksha: Spiritual liberation can be attained through self-actualization needs. Well-being is often referred to as "an integration of body, mind, and spirit in terms of health, prosperity, and self-actualization" by Maslow (1968) for whom the pursuit of optimum health was the universal human tendency to self-actualization.



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In early days experts in the field of positive psychology agreed and supported the hedonic thought which believes that 'subjective well-being and happiness both were used synonymously'. On the other hand, most of the other scholars' perspectives were in coherence with Aristotle's views on Eudaimonia; believed that well-being and happiness are not interchangeable with the meaning. In this context, eudaimonia is comprises of three main aspects; flourishing,(which also referred to as well-being) happiness, and meaning are given in the following formula,

Well-being = happiness + meaning.

Teachers' well-being

Human life has become more challenging, complex and stressful due to many unavoidable rapid changes and advancements in every domain of his/her life. As a part of society, teachers are also vulnerable to issues like maladjustment, feeling of overburden and high stress. Physical as well as mental health is a matter of concern to all members of the society. In order to perform daily responsibilities affectively, teachers need to be in a state of fit, well and healthy. The teachers are expected to be adequately enthusiastic to face the rapid changes, societal pressures and difficulties. They also play a crucial role in nurture all the character and personality of students including attitudes, habits, values, manners etc. High student-centrism in instruction, societal demands, and high expectations, in addition to professional pressures may impact teaching. Teachers' competency and effectiveness influenced by many factors related to their work and personal domains. These factors also influence the behavior and personality of the teacher.

Earlier studies found that; inequity among teachers leads to stress (Van Horn, Schaufeli & Enzmann, 1999; Kyriacou, 2001). Another interesting research finding revealed that higher level of expectations and limited resources at work place create stress. (Xanthopoulou et. al., 2007).

Furthermore, the little or lack of opportunities in career advancement, inadequate work pay, little chance of professional growth are commonly associated with dissatisfaction (Kyriacou, 2001). European Commission (2010) emphasized that, "due to economic and societal advancements have led to an increased set of duties and responsibilities for teachers" (p.10).

Dissatisfaction seems to be one of the hindrances for professional growth, which is undesirable in teaching profession. Teacher dissatisfaction with the job can affects overall performance and effectiveness.

Teaching is a noble profession that includes meaning and purpose, also helps in building the personality and all-round development of students. Teachers may get inspired experience of joy by watching their students' success.

It is established fact that "an education system of any country built on the premises of quality and equity is central to sustainable success in the emerging knowledge economy". (Some Inputs for draft NEP, 2016, p.5) Maintain standards of education; ensure quality education become major concern globally. The major contributing factor and principal source of nation's development is its quality education which largely depends upon qualities of teacher. Quality of life and stature of any individual depends mainly upon the amount of quality education he/ she gets. Quality education is seemed to be the most effective instrument to meet present as well as the



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future challenges. The purpose of ensuring quality education is not only in helping individual's physical as well as mental growth but also meet the societal needs and expectations.

Well-being can be defined as the extent to which an individual experiences happiness with satisfying basic needs, sense of meaning and purpose of life, satisfaction with life, social connectedness, feeling of belongingness; can also utilize his/her abilities and talents to the maximum extent.

There are multiple dimensions to well-being and in order to be 'well' each individual must actively strive to improve them within each dimension (Well-being in the Classroom: Education Conference Report 2012, p.7).

For the present study, well-being comprises of six dimensions. They were; (i) Physical well-being: expressed as being safe, sheltered, and in good health. (ii) Emotional well-being: expressed the ability to manage feelings, actions and related behaviors, cope effectively with stress, and ready to accept the change. (iii) Social well-being: expressed to connectedness and belongingness to the society, having healthy relationships with all, and having an interest in and concern for the needs of others and humankind. (iv) Spiritual well-being: can be viewed that beliefs and values of an individual and, sense meaning, purpose of life and peace. (v) Professional well-being: expressed as an ability to manage a perfect equilibrium between professional activities and leisure time, able address conflicts at work, stress, and building healthy relationships. (vi) Financial well-being: expressed as a state of being wherein an individual can meet to the maximum extent present and ongoing obligations, can feel satisfied, secure in his/her financial future, and is able to make relevant choices that allow them to lead an enjoyable and satisfying life.

Need & Significance of the study

Concerns have increased globally over the decades regarding maintain good standards in education to ensure quality education. In order to improve standards and quality in education, the personal factors like health, wellness of the teacher are the key indicators. Teacher plays significant role in providing quality education. Teacher competencies, efficiency and commitment are very much essential in the field of education. They considered as the role models to their students. It is also true that "no people can rise above the level of its teachers" (NEP1986, p.25). Teachers are very important assets and play a very crucial role in every society as they are the backbone for national development. The Report of Commonwealth Conference on Teacher Education (1974) has clearly stated that "the teachers have a major role in educational progress whether active or passive contribution towards work. Education development can be influenced by ignoring innovative practices or merely remaining quite in the face of a growing need for reform"(p.23).

Based on the above interesting issues and importance of teachers' well-being, an idea was conceptualized to study the status of well-being among teachers. Hence there are various issues that need to be addressed which are related to teachers' well-being. Education in itself is a promoter of a healthy and prosperous life and well-being among the students. So there is a need to investigate the teachers' well-being. Relative to working professionals in other sectors, teachers experience significantly more issues like stress and suffer more often from psychological problems. Except for periodical

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types of research where the efforts have been directed to study the variables in different combinations of dimensions, most of these have been investigated to some extent and thus not adequate in giving a clear picture of the phenomenon of well-being. Moreover, there is a need for such research evidence referring to secondary school teachers of newly formed Telangana state. Considering the status of well-being among teachers from selected educational institutions of Telangana state, the present study intends to find out the well-being of teachers. The study findings would be useful to the educational planners and policymakers in recommend and providing strategies to the teachers so that they may be in a position to manage and improve their well-being and can give quality education to the system and nurture the best talent among students. Thus there is a need to study the well-being among school teachers. Hence it is worthwhile to undertake a research problem entitled "Well-being among Secondary School Teachers".

Literature Review: Parveen Grover (2006) found that, senior and experienced secondary school teachers exhibit higher levels of physical, mental, social, emotional, spiritual and total well-being. Rajesh Kumar (2011) revealed that, the age was found positively significant correlated with the well-being, and with the home adjustment. Uppal (2011) concluded that a significant positive correlation was found between job satisfaction and teacher effectiveness. Sukhpal (2011) showed that teachers did not differ significantly in their well-being in terms of teaching experience, gender. Meena Devi (2012) explored the significant difference in the level of well-being with respect to marital status of high school female teachers. Mehdinezhad (2012) study revealed that there was no significant difference between the age of the teachers and their well-being. Paul Boreham, Jenny Povey and Wojtek Tomaszewski (2013) concluded that age has a significant negative relationship to well-being. Mahmud Moein Addin, Shahnaz Nayebzadeh & Zahra Bahonar (2013) have argued that the age, education, gender, and the school level taught by teachers found no relationship with the teachers' financial well-being. Rajkumar G.Malakappgol (2015) found that females showed higher overall well-being. The higher age groups were found higher wellbeing than their counterparts. Age of the respondents was found to influence the dimensions like social, emotional and overall well-being.

Objectives

- 1. To study the well-being among teachers with respect to age.
- 2. To study the well-being among teachers with respect to teaching experience.

Hypotheses

Considering the review of literature done, the hypotheses for the present study:

- 1. There is a difference in well-being of teachers with respect to their age.
- 2. There is a difference in well-being of teachers with respect to their teaching experience.

Methodology

According to the objectives, descriptive survey method was adopted for the study.

Sample

Teachers teaching 8th, 9th and 10th classes were selected for the study. Random sampling technique was used for the selection of teachers. Total number of secondary school teachers in three districts was 12,710 (Educational Statistics, Telangana, 2014-

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15). Out of 5785 teachers 240 teachers were selected from Nalgonda, out of 2940 teachers 96 teachers from Yadadri and out of 3985 teachers 144 teachers from Suryapet in the ratio of 5:2:3. Teacher sample was taken from 40 schools. From each school 12 teachers were selected randomly by lottery method. Therefore the total number of teachers selected for the study was 480.

Variables: In this study independent variables were age and teaching experience and dependent variable was well-being.

Tools: Two measures were used in this study.

- 1. Personal data sheet: Personal data sheet was constructed to obtain demographic data of the teachers. It consisted of the following items: Teacher Name, Age Gender, Category, Location of the school, Type of the school (management) Medium of Instruction, Educational Qualification, Teaching Experience, Teaching Subject, Monthly Income.
- 2. Well-being Tool: Teachers well-being tool was constructed by the investigator after referring to some of the available standardized tools on well-being. The motivation for developing a new tool is the experts' suggestions and the investigator's belief that the previous tools are inadequate for some reasons and not completely cover the dimensions under present study. The following tools were referred before designing well-being tool for teachers. Scales of psychological well-being by Carol Ryff (1989), WHO well-being scale by Heun et. al (1999), Well-being Scale by Jagsharanbir Singh and Asha Gupta (2001), General well-being measure prepared by Dr. Santosh K. Verma, and Ms. Amita Verma (2009), Well-being Scale by Kalia and Deshwal (2011), General Well-being Scale by V. L Chauhan and R.K. Didwania (2015), Teacher well-being Index 2018 (Julian Stanley),

Reliability: Well-being tool was developed by the investigator. Pilot study was conducted to finalize the items in the tools and establish validity & reliability. Pilot study was conducted in 2 Schools of Ranga Reddy district. From each school 15 teachers were selected. The well-being tool was distributed to 30 teachers in two schools. The tool was explained to the teachers and collected the data from the teachers. In the pilot study, the split half method was adopted. To find out internal consistency of the teacher well-being tool split half reliability was done. The reliability found to be for the well-being tool was 0.893(Cronbach's alpha). Thus the reliability of the tool was established.

Procedure: The investigator visited 40 schools for data collection. The investigator developed rapport with the teachers before commencing the data collection. The well-being tool was distributed to the teachers and instructions were readout. The investigator clarified the difficult statements to the teachers and remained with them till the completion of the questionnaire. The obtained scores were analyzed with Statistical Package for Social Sciences (SPSS-20). Descriptive statistics, one way ANOVA was applied. The obtained results were discussed in the following tables.

Results

Hypothesis -1. "There is a difference in well-being of teachers with respect to their age".

To test the above hypothesis, the one-way ANOVA (Analysis of Variance) has been employed. Results of the statistical computations were presented in the below table 1.

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Table 1
Showing well-being among teachers with respect to age

	Age	N	Mean	S.D	F value	Sig	df
	25yrs - 30yrs 104 231.72 14.365						
Well-being	31yrs - 35yrs	98	236.17	14.974		0.006	3,
	36yrs - 40yrs	100	238.02	13.103	4.219		476
	41yrs & above	178	237.13	14.189			170
	Total	480	235.95	14.317			

*p<.05.

a. Predictor: Age

b. Dependent Variable: Well-being

The one-way analysis of variance (ANOVA) has been employed to find out the difference between teachers age i.e., 25 to 30 yrs, 31 to 35 yrs, 36 to 40 yrs and above 41 yrs of age with respect to well-being. The results revealed that age was directly proportional to well-being. Teachers with 36 to 40 yrs of age were definitely better than others. i.e., higher the age of teachers, better was the well-being (p< .05). Therefore, hypothesis-1 "There is a difference in well-being of teachers with respect to their age"-was accepted. This finding is supported by the findings of *Rajkumar G.malakappagol* (2015).

Hypothesis-2. "There is a difference in well-being of teachers with respect to their teaching experience."

To test the above hypothesis, the-one way ANOVA was employed. Results of the statistical computations were presented in Table 2.

a. Predictor: Teaching experienceb. Dependent variable: Well-being

Table 2

Showing well-being among teachers with respect to teaching experience

	Experience	N	Mean	S.D	F value	Sig	df
*** 11 1. *	Upto 10 yrs	255	234.34	14.472			
Well-being	11yrs to 20 yrs	137	237.38	13.385	3.626	0.027	2,
	21yrs & above	88	238.40	14.835	3.020	0.027	477
	Total	480	235.95	14.317			

Result of F test revealed that senior most (21 yrs & above teaching experience) teachers were definitely better than others in well-being (p< .05). Therefore it can be inferred that teaching experience was directly proportional to well-being i.e., higher the teaching experience better was the well-being of the teachers. This finding of the study was contradicted with the finding of *Sukhpal* (2011) revealed that no significant difference pointed out in the level of overall well-being among teachers with regard to



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their age. Hence the hypothesis-2, "There is a difference in well-being of teachers with respect to their teaching experience." was accepted.

Discussion

The research aimed to study well-being among secondary school teachers with respect to age and teaching experience. The teachers age was from 25yrs to above 41 yrs. The findings of the study indicated that the age of the teachers is directly proportional to well-being i.e., higher the age of teachers, better was the well-being among teachers. This finding was in coherence with the findings of *Parveen Grover* (2006), Rajkumar G.Malakappagol (2015)and contradicting with the findings of *Paul Boreham, Jenny Povey and Wojtek Tomaszewski* (2013). Senior most (more than 21yrs teaching experience) teachers were definitely better than others. This study was contradicted with the finding of *Sukhpal* (2011).

- H 1: There is a difference in well-being of teachers with respect to their age. Earlier studies pointed out that, there was no significant difference between the age of the teachers and their well-being. The age group is found significant with the well-being. Teachers with above 41 yrs of age appear to be comparatively better than others while the teachers with 36-40 yrs of age were definitely better than others in well-being i.e., higher the age of teachers, better was the well-being.
- H 2: There is a difference in well-being of teachers with respect to their teaching experience. Studies revealed that teaching experience seems to directly relate to well-being of teachers. Induction programs have little affects on professional development. Senior teachers appear to be marginally better than others while the senior most teachers were certainly better than others in their well-being i., higher the teaching experience better was the well-being.

Conclusion

The study shows that age is directly proportional to well-being. Teachers between 36-40 yrs of age were certainly better than others in well-being i.e., higher the age of teachers, better was the well-being among teachers. There was also a significant difference between well-being of teachers with respect to teaching experience. Experienced (more than 21yrs of teaching experience) teachers certainly better than others in well-being. Teaching experience was directly proportional to well-being i.e., higher the teaching experience, better was the well-being of the teachers.

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Educational Implications

Teacher training institutes, policy makers and Government need to develop and organize the programs to newly appointed and junior teachers about how to manage and improve their well-being.

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WELL-BEING OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO GENDER AND **LOCATION**

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Abstract

Well-being is the extent to which an individual experiences happiness, feeling of comfort, satisfaction with one's life experiences and one's role in the world of work, belongingness, curiosity and ability to use talents to the maximum extent, and sense of achievement, and no distress, dissatisfaction, and worries. Method: The Survey method was adopted for this study. The present study consisted of 480, secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, of Telangana State during the academic year 2017-2018. The well-being tool developed by the investigator was used for the present study. For statistical analysis and hypothesis testing, Mean, Standard Deviation and t-test were applied. Findings: The results show that the different dimensions of well-being are not differing significantly on gender and location i.e., there was no significant difference between social well-being, spiritual well-being, professional well-being and financial well-being and total well-being scores of men & women; rural &urban secondary school teachers.

Keywords: Well-being, Men, Women, Rural, Urban Secondary School Teachers

Progress of any nation largely depends upon its citizens' health, wellness and their life satisfaction. If the individuals of a nation are with physical, mental, social and spiritual well-being, then only there would be possibility for the entire intellectual, creative, educational and socio cultural uplifment. Teachers' efficiency and effectiveness largely depend upon their well-being in all aspects. A teacher plays major role in the progress of society. Students' character building; growth and success also largely depends on the role plays by the teacher. It is the teacher, who provides learning experiences and opportunities. The National Commission on Teachers (1983-85) emphasized the important and crucial role of teachers in nation building. "The wellness of teachers is a matter of concern to all as teachers accomplish a significant role of preparing the students to be future citizens and to face the present and future challenges." (p.17) The Kothari Commission (1964-66) was rightly emphasized that "the destiny of India is now being shaped in her classrooms." (p.2)

Maintaining good health and well-being is a prerequisite for learning. As emphasized by the 'National Education Policy, draft, it's an established fact that "an education system built on the premises of quality & equity is the core source for the success in the emerging knowledge economy and thereby to sustainable development" (Ministry of HRD, Govt. of India Some Inputs for Draft NEP 2016). The success of an educational process is determined to a large extent by its teachers; and success of students also depends upon the teacher's health, wellbeing, guidance, and teaching. Teachers should be aware, how significance of health and well-being in the education system. In fact, most of the teachers know about the importance of health and well-being, but little efforts are made to implement this. Heavy workload, stress are the frequently reported by teachers, which are seem to be major contributors to illness as well as a cause for health problems. National Curriculum Framework for Teacher Education (2009) emphasized that "it is the teacher in the classroom who inspires, cultivates, and motivates learning." Undesirable pressure of competitiveness in today's society, teachers are expected to be serve additional working hours daily to be effective and productive to face challenging circumstances. The concept of well-being now has become increasingly prominent since the acknowledgment that there is more to health than the absence of illness. Well-being includes human strengths and positive psychological outcomes which enable human beings to maintain healthy relationships for the purpose of being happy, healthy, and harmonious.

The history of well-being dates back to Aristotle's period when the term Eudaimonia (the Greek word for happiness) was coined and defined. Aristotle's views on Eudaimonia was that 'human flourishing associated with living a life of virtue, or happiness based on a lifelong pursuit of meaningful, developmental goals, was the key to a satisfied prosperous life.' Bradburn (1969) emphasized how psychological well-being (translated to as happiness) was the factor that stands out as being generally transformed as well-being. Aristotle believed this "lifelong pursuit of happy and prosperous life is to be the universal goal of human actions" (Bradburn, 1969, p.9). Some efforts made by Ross (1967) and Copper (1997) to eliminate the discrepancy between the meaning of eudaimonia and happiness, and due to inadequate capture the meaning and translation of the Greek word Eudaimonia (happiness). They proposed two new terms; which are 'well-being' and 'flourishing' (Walker & John, 2012. p.22). An employee who is happier flourished would act more productive (Spector et al., 2004; Moorman, 1993). In this regard, wellbeing can be understood that, an individual experiences a feeling of comfort, happiness, contentment, and curiosity and is able to engage to the maximum extent with what is going on around him /her. Human basic needs can be fulfilled by achieving good health, well-being and quality of life which has been a major concern in every society. A principle of life as expounded in the Indian scriptures, especially the Bhagavad Gita is very much beneficial for the well-being (happiness) and personal growth. Well-being means individuals' ability to enjoy life and efforts to achieve psychological resilience. Mahatma Gandhi acknowledged the Gita is a proven rich source of mental peace or well-being (Happiness). Gita Nishkama Karma echoes Abraham Maslow's Meta motivation; the four motives of Kama, Artha, Dharma, and Moksha are like Maslow's hierarchy of needs. The four motives according to Gita, Kama, Artha, Dharma and Moksha echoes as Abraham Maslow's hierarchy of needs i.e., Nishkama Karma echoes Abraham Maslow's meta motivation.

In early days experts in the field of positive psychology agreed and supported the hedonic thought which believes that 'subjective well-being and happiness both were used synonymously'. On the other hand, most of the other scholars' perspectives were in coherence with Aristotle's views on Eudaimonia; believed that well-being and happiness are not interchangeable with the meaning. In this context, eudaimonia is comprises of three main aspects; flourishing,(which also referred to as well-being) happiness, and meaning are given in the following formula, Well-being = happiness + meaning.

Teachers' well-being

Human life has become more challenging, complex and stressful due to many unavoidable rapid changes and advancements in every domain of life. As a part of society, teachers are also vulnerable to issues like maladjustment, feeling of overburden and high stress. In order to perform daily responsibilities affectively, teachers need to be in a state of fit, well and healthy. The teachers are expected to be adequately enthusiastic to face the rapid changes, societal pressures and difficulties. They also play a crucial role in nurture all the character and personality of students including attitudes, habits, values, manners etc. High student-centrism in instruction, societal demands, and high expectations, in addition to professional pressures may impact adversely on teaching. Teachers' competency and effectiveness influenced by many factors related to their work and personal domains. These factors also influence the behavior and personality of the teacher.

Previous studies found that; inequity among teachers leads to stress (Van Horn, Schaufeli & Enzmann, 1999; Kyriacou, 2001). Another interesting research finding revealed that higher level of expectations and limited resources at work place create stress. (Xanthopoulou et. al., 2007). Furthermore, the little or lack of opportunities in career advancement, inadequate work pay, little chance of professional growth are commonly associated with dissatisfaction (Kyriacou, 2001). European Commission (2010) emphasized that, "due to economic and societal advancements have led to an increased set of duties and responsibilities for teachers" (p.10).

Teacher dissatisfaction with the job can affects overall performance and effectiveness. Teaching is a noble profession that includes meaning and purpose, also helps in building the personality and all-round development of students. It is established fact that "an education system of any country built on the premises of quality and equity is central to sustainable success in the emerging knowledge economy". (Some Inputs for draft NEP, 2016, p.5) Maintain standards of education; ensure quality education become major concern globally. The major contributing factor and principal source of nation's development is its quality education which largely depends upon qualities of teacher. Quality of life and stature of any individual depends mainly upon the amount of quality education he/ she gets. Quality education is seemed to be the most effective instrument to meet present as well as the future challenges. The purpose of ensuring quality education is not only in helping individual's physical as well as mental growth but also meet the societal needs and expectations.

Well-being can be defined as the extent to which an individual experiences happiness with satisfying basic needs, sense of meaning and purpose of life, satisfaction with life, social connectedness, feeling of belongingness; utilize his/her abilities and talents to the maximum extent. There are multiple dimensions to well-being and in order to be 'well' each individual must actively strive to improve them within each dimension (Wellbeing in the Classroom: Education Conference Report 2012, p.7).

For the present study, well-being comprises of four dimensions. They were; (i) Social well-being: expressed to connectedness and belongingness to the society, having healthy relationships with all, and having an interest in and concern for the needs of others and humankind. (ii) Spiritual well-being: can be viewed that beliefs and values of an individual and, sense meaning, purpose of life and peace. (iii) Professional well-being: expressed as an ability

to manage a perfect equilibrium between professional activities and leisure time, able address conflicts at work, stress, and building healthy relationships. (iv) Financial well-being: expressed as a state of being wherein an individual can meet to the maximum extent present and ongoing obligations, can feel satisfied, secure in his/her financial future, and is able to make relevant choices that allow them to lead an enjoyable and satisfying life.

Need & Significance of the study

Teacher plays significant role in providing quality education. Teacher competencies, efficiency and commitment are very much essential in the field of education. They considered as the role models to their students. It is also true that "no people can rise above the level of its teachers" (NEP1986, p.25). Teachers are very important assets and play a very crucial role in every society as they are the backbone for national development. The Report of Commonwealth Conference on Teacher Education (1974) has clearly stated that "the teachers have a major role in educational progress whether active or passive contribution towards work. Education development can be influenced by ignoring innovative practices or merely remaining quite in the face of a growing need for reform"(p.23).

Hence there are various issues that need to be addressed which are related to teachers' well-being. So there is a need to investigate the teachers' well-being. Except for periodical types of research where the efforts have been directed to study the variables in different combinations of dimensions, most of these have been investigated to some extent and thus not adequate in giving a clear picture of the phenomenon of well-being. Moreover, there is a need for such research evidence referring to secondary school teachers of newly formed Telangana state. Considering the status of well-being among teachers from selected educational institutions of Telangana state, the present study intends to find out the well-being of teachers. The study findings would be useful to the educational planners and policymakers in recommend and providing strategies to the teachers so that they may be in a position to manage and improve their well-being and can give quality education to the system and nurture the best talent among students. Thus there is a need to study the well-being among school teachers. Hence it is worthwhile to undertake a research problem entitled "Well-being among Secondary School Teachers".

Literature Review: Parveen Grover (2006) found that, senior and experienced secondary school teachers exhibit higher levels of physical, mental, social, emotional, spiritual and total well-being. Rajesh Kumar (2011) revealed that, the age was found positively significant correlated with the well-being, and with the home adjustment. Uppal (2011) concluded that a significant positive correlation was found between job satisfaction and teacher effectiveness. Sukhpal (2011) showed that teachers did not differ significantly in their well-being in terms of teaching experience, gender. Meena Devi (2012) explored the significant difference in the level of well-being with respect to marital status of high school female teachers. Mehdinezhad (2012) study revealed that there was no significant difference between the age of the teachers and their well-being. Paul Boreham, Jenny Povey and Wojtek Tomaszewski (2013) concluded that age has a significant negative relationship to well-being. Mahmud Moein Addin, Shahnaz Nayebzadeh & Zahra Bahonar (2013) have argued that the age, education, gender, and the school level taught by teachers found no relationship with the teachers' financial well-being. Rajkumar G.Malakappgol (2015) found that females showed higher overall well-being. The higher age groups were found higher wellbeing than their counterparts. Age of the respondents was found to influence the dimensions like social, emotional and overall well-being.

Objectives

- 1. To find out whether there is any significant difference between men and women secondary school teachers in their well-being and its dimensions.
- 2. To find out whether there is any significant difference between rural and urban secondary school teachers in their well-being and its dimensions.

Hypotheses

Considering the review of literature done, the hypotheses for the present study:

- 1. There is no significant difference between men and women secondary school teachers in their well-being and its dimensions.
- 2. There is no significant difference between rural and urban secondary school teachers in their well-being and its dimensions.

Methodology

According to the objectives and nature of the study, descriptive survey method was adopted for the study.

Sample

Teachers teaching 8th, 9th and 10th classes were selected for the study. Random sampling technique was used for the selection of teachers. Total number of secondary school teachers in three districts was 12,710 (Educational Statistics, Telangana, 2014-15). Out of 5785 teachers 240 teachers were selected from Nalgonda, out of 2940 teachers 96 teachers from Yadadri and out of 3985 teachers 144 teachers from Suryapet in the ratio of 5:2:3. Teacher sample was taken from 40 schools. From each school 12 teachers were selected randomly by lottery method. Therefore the total number of teachers selected for the study was 480.

Variables: In this study independent variables were gender, location and dependent variable was well-being. *Tools:* Two measures were used in this study.

- 1. Personal data sheet: Personal data sheet was constructed to obtain demographic data of the teachers. It consisted of the following items: Teacher Name, Age Gender, Category, Location of the school, Type of the school (management) Medium of Instruction, Educational Qualification, Teaching Experience, Teaching Subject, Monthly Income.
- 2. Well-being Tool: Teachers well-being tool was constructed by the investigator after referring to some of the available standardized tools on well-being. The motivation for developing a new tool is the experts' suggestions and the investigator's belief that the previous tools are inadequate for some reasons and not completely cover the dimensions under present study. The following tools were referred before designing well-being tool for teachers. Scales of psychological well-being by Carol Ryff (1989), WHO well-being scale by Heun et. al (1999), Well-being Scale by Jagsharanbir Singh and Asha Gupta (2001), General well-being measure prepared by Dr. Santosh K. Verma, and Ms. Amita Verma (2009), Well-being Scale by Kalia and Deshwal (2011), General Well-being Scale by V. L Chauhan and R.K. Didwania (2015).

Reliability: Well-being tool was developed by the investigator. Pilot study was conducted to finalize the items in the tools and establish validity & reliability. Pilot study was conducted in 2 Schools of Ranga Reddy district. To find out internal consistency of the teacher well-being tool split half reliability was done. The reliability found to be for the well-being tool was 0.893(Cronbach's alpha). Thus the reliability of the tool was established.

Procedure: The investigator visited 40 schools for data collection. The well-being tool was distributed to the teachers and instructions were readout. The investigator clarified the difficult statements to the teachers and remained with them till the completion of the questionnaire. The obtained scores were analyzed with Statistical Package for Social Sciences (SPSS-20). Descriptive statistics, t-test was applied. The obtained results were discussed in the following tables.

Results

Hypothesis-1: "There is no significant difference between men and women secondary school teachers in their wellbeing and its dimensions." It is inferred from Table 1 that, well-being did not differ significantly with respect to gender of secondary school teachers.

Table 1
Showing well-being among teachers with respect to gender

	Me	en	Won	_	
Well-being	(N=2)	260)	(N=2)		
	Mean	SD	Mean	SD	't'-Value
Social well-being	39.0192	2.9296	38.6000	3.2539	1.485
Spiritual well-being	42.0385	2.9419	41.9955	2.9103	.160
Professional well-being	42.6692	2.6476	42.3909	2.7418	1.129
Financial well-being	31.3308	5.1889	31.5455	5.1730	.452
Total well-being	155.0577	10.3027	154.5319	10.7284	.547

However, the difference in the mean scores indicates that men teachers (39.01, 42.03, 42.66, 155.05) are found to be little higher on their social well-being, spiritual well-being, professional well-being, and total well-being as compared to women teachers but do not differ significantly. It means that men and women secondary school teachers have almost same type of well-being and its dimensions. Hence, the hypothesis-1 stating that "There is no significant difference between men and women secondary school teachers in their well-being and its dimensions"-was accepted. This finding was in coherence with the findings of *Moenaddin, Nayebzedeh, Zehra Bohonar* (2013). But this finding is contradicting with the findings of *Arul Lawrence* (2017).

Hypothesis-2: "There is no significant difference between rural and urban secondary school teachers in their wellbeing and its dimensions."

It is inferred from Table 2 that, variable did not differ significantly with respect to location of school.

Table 2
Showing well-being among teachers with respect to location

Well-being	Rui (N=3		Urb (N=1		
	Mean	SD	Mean	SD	't'-Value
Social well-being	38.7583	3.1605	39.0333	2.8548	.845
Spiritual well-being	41.9917	2.9285	42.1000	2.9231	.351
Professional well-being	42.5083	2.7737	42.6417	2.4384	.470
Financial well-being	31.1250	5.1450	32.3417	5.1880	2.239
Total well-being	154.3833	10.6010	156.1167	10.0905	1.570

However, the difference in the mean scores indicates that urban teachers (39.03, 42.64, 32.34, 156.11) are found to be little higher on their social well-being, spiritual well-being, professional well-being, financial well-being and total well-being as compared to rural teachers but do not differ significantly. It means that rural and urban secondary school teachers have almost same type of well-being and its dimensions. Hence, the hypothesis-2 stating that "There is no significant difference between rural and urban secondary school teachers in their well-being and its dimensions"- was accepted. This finding was in coherence with the findings of *Moenaddin, Nayebzedeh, Zehra Bohonar* (2013). But this finding is contradicting with the findings of *Arul Lawrence* (2017).

Discussion

The present study aimed to study well-being among secondary school teachers with respect to their gender and location. Sample consisted of men & women; rural & urban secondary school teachers. The findings of the study indicated that men teachers appeared to be comparatively better than women in social well-being, spiritual well-being, professional well-being and total well-being. Women teachers seem to be marginally better than men teachers in financial well-being but do not differ significantly. Urban teachers appeared to be comparatively better than rural teachers in all the dimensions of well-being i.e., social well-being, spiritual well-being, professional well-being, financial well-being and total well-being but do not differ significantly.

H₀ 1: "There is no significant difference between men and women secondary school teachers in their well-being and its dimensions." Men teachers appeared to be comparatively better than women teachers in all the dimensions of well-being except in financial well-being.

H₀ 2: "There is no significant difference between rural and urban secondary school teachers in their well-being and its dimensions." Urban teachers seem to be marginally better than rural teachers in all the dimensions of well-being.

Conclusion

The study concluded that, secondary school teachers did not differ significantly in their well-being in terms of gender, location of school. Men teachers appeared to be comparatively better than women in social well-being, spiritual well-being, professional well-being and total well-being. Women teachers seem to be marginally better than men teachers in financial well-being but do not differ significantly. It is also found that urban teachers appeared to be comparatively better than rural teachers in social well-being, spiritual well-being, professional well-being, financial well-being and total well-being but do not differ significantly.

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Educational Implications

Teacher training institutes, policy makers and Government need to develop and organize the programs to men, women, rural and urban teachers about how to manage and improve their well-being.

Limitations of the Study

- 1. This study was limited to the three Districts of Telangana State.
- 2. The survey method was adopted and the self-constructed tool was used.
- 3. A sample of 480 secondary school teachers teaching 8th, 9th and 10th classes were included in this study.
- 4. The researcher used only the variable well-being in the dimensions of social, spiritual, professional and financial well-being.

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EMOTIONAL WELLBEING AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

In the modern approach to education, psychological considerations are essential for enhancing students' productivity. With increased focus on the issue's significance, promoting teachers' emotional well-being should lead to better educational performance and teacher satisfaction. The purpose of this research is to establish the relationship between monthly income and age on the emotional health of secondary school teachers. Maintaining proper emotional health is essential for overall success in today's progressive educational environment. Based on the data collected from 50 teachers, the study revealed no variation in teachers' responses related to their emotional state based on their income status and age. From these findings, it is arguable that other factors might have a more profound effect on emotional well being among teachers.

KEYWORD: Emotional wellbeing, Monthly Income, Age

INTRODUCTION

The emotional health of teachers is recognized as important to the efficient running of the educational system. Secondary school teachers in Telangana experience numerous factors that affect their emotional wellbeing, these are teaching related factors such as workload, administrative tasks, students' behavior, and socio-economic factors. This research seeks to identify these challenges and postulated ways through which the emotional wellbeing of elderly people can be enhanced. Telangana being the newest of all the states in the union of India has not been very negligent in offering education. However, the teachers teaching in the secondary schools in the region experience several stressors that have implications for their emotional health. It is important to know these stressors to ensure that measures to prevent the worsening of the work environment can be implemented properly.

A new state in India, Telangana was carved out in 2014; the state has witnessed growth in different areas, education inclusive. The government to this effect has had a clear vision in the improvement of quality of education especially in secondary schools through its various activities and policies. Nonetheless, teaching profession in Telangana like most of other parts of the world is not without challenges that affect the psychological health of teachers. Teachers in secondary schools of Telangana are those who are closely associated with reforms of young generation. Teachers are charged with not only the task of educating their students academically but also with their character. Unfortunately, these teachers work under a lot of stress due to working conditions such overloaded tasks, administrative responsibilities, students' management in classroom, and socio-economic challenges. Teachers' mental health is one more determinant that defines their efficiency, work satisfaction, and quality of life.

The emotional wellbeing of secondary school teachers is fundamental to the success of the educational system. Emotional wellbeing encompasses the ability to manage stress, maintain a positive outlook, and build resilience against the challenges faced in both professional and personal lives. When teachers are emotionally healthy, they are more likely to be engaged, motivated, and effective in their teaching roles, which directly benefits student outcomes. Despite the recognized importance of emotional wellbeing, there is a paucity of research specifically focusing on secondary school teachers in Telangana. Existing studies on teacher stress and emotional health in India often generalize findings across various states without addressing the unique context of Telangana.

NEED AND SIGNIFICANCE FOR THE STUDY

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This paper underlines the importance of teachers' emotional state for the improvement of the educational process. There are socio-economic and cultural issues inherent to secondary school teachers of Telangana that affect their stress and emotional wellbeing. Knowledge of these matters is important in order to design pertinent strategies for helping them. Teacher stress and burnout may lower the teachers and students' productivity, raise turnover rate, and affect the overall quality of education. Although there is empirical evidence on teacher wellbeing, studies concerning Telangana's secondary school teachers are scarce. This study seeks to address this gap to reveal insights about teachers' emotional difficulties and suggestions for localized recommendations. The results will thus assist in defining stress indicators and defining areas demanding support, including counseling, professional development, and workload management. Hence, through enhancing the emotional stability of the teachers, the study seeks to enhance job satisfaction, teaching performance and consequently the student performance. The findings will also be useful to the policymakers and educational administrators in Telangana to enhance the policy and practice for supporting the teachers. The first research question focused on determining the current state of teachers' emotional wellbeing based on their age and monthly income.

REVIEW OF RELATED LITERATURE

Teacher Happiness associated with promoting both the quality of learners as well as the quality of teachers on service. Among them are stress, occupational satisfaction, and psychological well-being. Studies show that "happy teachers are easier to teach, content with their jobs, and are better equipped in terms of the work expected from them" (Collie et al., 2015). Teacher stress refers to "the pressure that teachers experience because of factors such as work overload, disciplinary issues, and bureaucracy among others". Stressors according to Kyriacou (2001) comprised of time pressures, pupils' misconduct, and workload. Stressors mentioned can result in burn out which is described as a state of frequent exhaustion, aloofness and reduced sense of accomplishment (Maslach & Jackson, 1981). Indian literature has explored "teacher stress and their psychological health and looked at these aspects with concern". Reddy and Poornima (2012) also reported that "job demands stress was positively related to stress and job resources stress was positively related to stress among teachers" in Karnataka. Likewise, Nagra and Arora (2013) pointed out "work life balance in Punjab Indian state. Teachers who are employed at the secondary school level in Telangana experience certain characteristics in view of socio-economic and culture related issues". Babu & Reddy (2013) identified some of the challenges of rural teachers as poor infrastructure and professional isolation while on the other hand, "urban teachers face full class and pressure from parents as well as administrators" (Siddiqui, 2017).

Therefore, just like physical health, emotional health is a crucial aspect of individuals, affects the wider educational community. Thus, "Teachers with better emotional health care will have better and positive interactions with students, create appropriate classroom climates and can better handle stress and strains" (Jennings & Greenberg, 2009). This does not only help improve students' performance but also builds a healthier school environment. This is where interventions aimed at enhancing teacher's wellbeing are critical; this may mean; professional development, stress management workshops, and support groups. According to Bakker and Demerouti (2007), "it is possible to reduce job demands and increase wellbeing due to resource supply". In addition, implementation of mindfulness based approaches has been recognized in the promotion of pupil's and teacher's stress decrease and the betterment of their feeling status (Roeser et al., 2013).

HYPOTHESES

 $\mathbf{H_1}$: There is a difference in emotional wellbeing among secondary school teachers based on their monthly income.

H₂: There is a difference in emotional wellbeing among secondary school teachers based on their age.

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METHODOLOGY

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RESEARCH DESIGN

This study was employed a descriptive survey research design to explore the emotional wellbeing of secondary school teachers in Yaddadri Bhongir district of Telangana. This approach is suitable for capturing the current state of teachers' emotional health and identifying stressors. The survey design allows for the collection of both quantitative and qualitative data, providing a comprehensive view of the issue.

SAMPLE

The study employed a stratified random sampling technique to select participants from secondary schools in the Yadadri Bhongir district of Telangana. The sample consisted of 50 secondary school teachers. Focusing on teachers of 8th, 9th, and 10th classes, the target population included 2,940 secondary school teachers in Yadadri Bhongir district. Using the lottery method for random selection, 50 teachers were chosen from five different schools, with 10 teachers selected from each school. Thus, the total number of teachers participating in the study was 50.

EMOTIONAL WELLBEING SCALE

The researcher developed an Emotional Wellbeing Questionnaire and conducted a pilot study to enhance its effectiveness and reliability. This preliminary study involved two schools in the Hyderabad district, with 10 teachers randomly selected from each school. The questionnaire was administered to a total of 10 teachers, who were briefed on the purpose and structure of the tool before completing it.

RELIABILITY

To determine the internal consistency of the questionnaire, the split-half method was employed. This technique involves dividing the test into two equal halves and comparing the scores from each half. Cronbach's alpha coefficient was calculated to estimate the reliability of the tool, yielding an alpha value of 0.83. This high alpha value indicates that the Emotional wellbeing Questionnaire is a reliable instrument for measuring teachers' emotional health.

PROCEDURE

The researcher visited five schools to collect data, first building rapport with the teachers. The Emotional wellbeing Questionnaire was distributed to the teachers, and instructions were read aloud. The researcher clarified any ambiguous statements and remained with the teachers while they completed the questionnaire. The collected data were then analyzed using SPSS-20 software. Descriptive statistics and the F-test were applied, and the results are presented in the following tables.

RESULTS

Hypothesis- 1: "There is a difference in emotional wellbeing among secondary school teachers based on their monthly income."

The F-test was conducted to test the hypothesis.

Table 1
Showing F- Test for Emotional Wellbeing by Monthly Income

	Monthly Income	N	Mean	SD	F-Value	Sig.	df
Emotional	Upto 12,000	7	42.86	1.952			
wellbeing	12,001- 24,000	7	42.67	.577	1.495	.235	2,47
	24,001 & above	10	41.13	2.911	1.175	.233	2,17
	Total	50	41.46	2.772			

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The mean emotional wellbeing scores for the income range of upto Rs. 12,000, Rs. 12,001-24,000, and above Rs. 24,001 were 42.86, 42.67, and 41.13, respectively. These scores suggest that responses are generally above average and consistent across income groups. An F-value of 1.495 with degrees of freedom of 2,47 was calculated, which was not statistically significant. Although the mean scores indicated a slight decline in emotional wellbeing with higher income, the difference was not significant enough to support the hypothesis.

Therefore, Hypothesis 1: "There is a difference in emotional wellbeing among secondary school teachers based on their monthly income" was rejected.

Hypothesis- 2: "There is a difference in emotional wellbeing among secondary school teachers based on their age."

The F-test was conducted to test the hypothesis.

The obtained mean score of the teachers whose age was 26-30 years, 31-35 years, 36-40 years, and above 41 years was 42.43,42.29, 41.20 and 41.08 respectively, indicating above average and homogeneous responses. The obtained F value .673 with a df 3, 46 was found to be statistically not significant.

Table 2: Showing F- Test for Emotional Wellbeing by age

	Age	N	Mean	SD	F-Value	Sig.	df
Emotional	26-30yrs	7	42.43	2.440			
	31-35yrs	7	42.29	2.289	672	5.67	2.46
wellbeing	36-40yrs	10	41.20	3.490	.673	.567	3,46
	41yrs & above	26	41.08	2.712			
	Total	50	41.26	2.772			

However, the difference in mean scores suggests that teachers' emotional wellbeing tends to decrease with advancing age. Hence the Hypothesis-2 stating that "There is a difference in emotional wellbeing of teachers with respect to their age"- was rejected.

DISCUSSION

The analysis of emotional wellbeing among secondary school teachers with respect to monthly income and age provided some insights but did not support the hypotheses. There was a slight downward trend showing emotional wellbeing with higher income, this difference was not statistically significant. This implies that, within the scope of this study, higher the monthly income lower was the teachers' emotional health. Although there was a marginal trend suggesting that emotional wellbeing might decrease with age, the difference was not significant. This indicates that age does not significantly influence the emotional wellbeing of teachers in this study.

CONCLUSION

The study sought to investigate whether monthly income and age are significant factors affecting the emotional wellbeing of secondary school teachers. The findings reveal that neither monthly income nor age has a statistically significant impact on teachers' emotional wellbeing. Despite a trend towards better emotional wellbeing with low income, the statistical analysis did not support a significant difference across income levels. Similarly, while there was a slight indication that emotional wellbeing might not improve with age, the differences observed were not statistically significant. These results suggest that factors other than income and age may play a more critical role in determining the emotional wellbeing of secondary school teachers. Future research might explore other variables or a combination of factors that could provide a more comprehensive understanding of emotional wellbeing in this context.

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JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN NALGONDA DISTRICT

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ABSTRACT

This study examines job satisfaction among secondary school teachers, focusing on the variables of age and teaching experience. By analyzing the responses of a diverse group of teachers through survey, the research aims to identify patterns and factors influencing job satisfaction. The findings reveal that both age and teaching experience significantly impact job satisfaction.

The present study included 50 teachers from the secondary schools in Nalgonda District, Telangana. The researcher used a Job Satisfaction Tool to capture data for the study. Descriptive and inferential statistical analyses were done using Mean and F-test at 0.05 level of significance. The findings revealed that senior and experienced teachers were more satisfied compared to less experienced teachers.

KEYWORDS: Job Satisfaction, Age, Teaching Experience, Secondary School Teachers

INTRODUCTION

Job satisfaction is a crucial element in the professional lives of teachers, influencing not only their personal well-being but also their teaching effectiveness and the overall performance of the educational institution. High levels of job satisfaction among teachers have been linked to better student outcomes, increased teacher retention, and a positive school environment. This study aims to explore how age and teaching experience affect teachers' satisfaction at their work environment. By identifying the factors that contribute to job satisfaction, educational institutions can develop targeted strategies to improve teacher retention and performance.

Work satisfaction is a person's affective and cognitive response while at the workplace. Subsequently, it is the correlation between people's expectations of what they deserve and what people actually get. When the professional contentment of the teachers is attained, they develop interest to teach their students. The above result holds if the teacher perceives teaching as satisfying, since the teacher performs to a maximum extent. Therefore, work satisfaction is a significant phenomenon in each field, but in the teaching fraternity it plays an immense role.

The favorable circumstances at work improve work and productivity thus, a contented teacher performs more towards every advancement. However, this term does make sense when used concerning the varying facilities and the prospects that the school has to offer. Work satisfaction, as far as an individual is concerned, occurs when he or she receives good working conditions, good salary, employment of one's talents, motivation in the work done, flexible environment etc. These aspects contribute in altering the perception of teaching positively and enhance the quality of work life.

NEED AND SIGNIFICANCE OF THE STUDY



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Job satisfaction is therefore a critical destination of teacher, organizational productivity and general well-being as it affects the results of the students and quality output of schools. Knowledgeable of how age and teaching experience influence job satisfaction is crucial for studying high lapse of teachers, for formulating proper professional development programs as well as for the crafting and sustaining a good faculty work environment that would enhance the wellness and satisfaction of teachers. Hence, the following demographic aspects are identified for consideration in this study: Through understanding these demographic concerns, it is expected that policymakers and school administrators will find this research useful in coming up with policies that will improve teachers' retention, support, and performance. Thus the findings will help in designing specific frameworks for support mechanisms, mental health, and work-life balance that are appropriate for teachers at intermediate and advanced levels of their profession. In the end, the implementation of the positive environment for the teachers will translate into better students' performances and a more efficient education system, citing the general importance of the research.

Age and Job Satisfaction: Previous studies findings suggest that age dimension can greatly affect job satisfaction among teachers. Dinham and Scott (2000) have observed that "the level of job satisfaction rises with age and older teachers seem to be more satisfied than the younger ones". They explained that those results were due to more stable employment, acquired experience, and enhanced feelings of relevance. In the same regard, Klassen and Chiu (2010) found that "mid-aged teachers who are within 31-40 years of age are more Jobsatisfied compared to the others due to set roles stress coping strategies". This is in consonant with other observations that show that "teachers in this age group lead more settled professional lives and are happier with their jobs" (Dinham & Scott, 2000).

Teaching Experience and Job Satisfaction: This is another factor that has a significant influence on job satisfaction; teaching experience. Sirgy et al. (2004) study reveals that "the levels of job satisfaction reported by experienced teachers are comparatively higher than the newly experienced ones". Such observations are in line with the conclusions made by Zeigler, (2007) who explained that "teachers with higher working experience are likely to organize work and personal life better than less experienced teachers because the former have more comprehensible job requirements and better coping strategies". This accumulated experience enhances the "level of perceived self-efficacy and job satisfaction as compared to new teachers because experienced teachers are in a better position to be able to address the demands of this profession" (Bohen et al., 1981).

The primary objective of the study was to evaluate teachers' job satisfaction in relation to their age and tenure or length of service.

HYPOTHESES

Considering the review of the related literature done, the hypotheses for the study:

- 1. There is no significant difference in the job satisfaction of teachers with respect to their age.
- 2. There is no significant difference in the job satisfaction of teachers with respect to teaching experience.

METHODOLOGY

To achieve the study's objectives, a descriptive survey method was utilized.



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SAMPLE

Due to this study's focus, teachers who teach 8th, 9th, and 10th classes were selected through random sampling. Thus the target population of the study was 5785 secondary school teachers in Nalgonda District out of which 50 teachers were randomly selected through the lottery method. These teachers were selected from 5 different schools and only 10 teachers each were selected from each of them randomly. Hence, the number of teachers, who were included in the study, was 50.

VARIABLES

In the present study, the independent variables were age and teaching experience, while the dependent variable was job satisfaction.

TOOL USED FOR THE STUDY

Two tools were used in this study.

JOB SATISFACTION TOOL

The investigator identified several standardized tools on Job Satisfaction Prepared a Teachers' Job Satisfaction Tool after analyzing standardized job satisfaction tools. The new tool consists of 50 statements and it was developed according to the ideas of experts on the inadequacy of the previous tools to embrace all aspects of this study, and the investigator's conviction regarding the same. The following tools were referenced before designing the new job satisfaction tool: the Work-Life Balance Questionnaire designed by Zeigler in year 2007, the Work Life Balance Scale by Sirgy and his partners in year 2004 and the Work Life Questionnaire by Bohen, Viveras and Long in year 1981.

RELIABILITY

The investigator constructed the Job Satisfaction Tool and the pilot study was carried out in order to refine the tool as well as its credibility. The findings of this pilot study were obtained from two schools in Hyderabad district and five teachers were selected randomly from each school. The job satisfaction was collected from 10 teachers and before filling the tool, the teachers were explained about it.

As a result of the split-half method, it was possible to assess internal consistency of the tool. The method used in this test was a technique called half-half equivalence where the test is divided into two and the scores from the two halves are compared. Cronbach's alpha coefficient was used to estimate the internal consistency reliability of the tool giving an Alpha value of 0. 85. Therefore, it could be validly concluded that the instrument named Job Satisfaction Tool was indeed reliable.

PROCEDURE

The investigator visited five schools to collect data, first establishing rapport with the teachers before beginning the process. The job satisfaction tool was distributed, and instructions were read aloud. The investigator clarified any difficult statements and stayed with the teachers until they completed the tool. The collected data were analyzed using the SPSS-20. Descriptive statistics and F-test were applied, and the results are discussed in the following tables.



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RESULTS

Hypothesis- 1: "There is no significant difference in the job satisfaction of teachers with respect to their age."

The F-test was conducted to test the hypothesis.

Table 1: Showing F- Test for Job Satisfaction by age

	Age	N	Mean	SD	F- Value	Sig.	df
Job	25-31yrs	7	19.86	2.116			
satisfaction	32-38yrs	7	21.14	1.215	.706	.553	3,46
	39-45yrs	10	20.60	1.430			
	46yrs & above	26	20.46	1.726			
	Total	50	20.50	1.657			

a. Predictor: Age

b. Dependent Variable: Job satisfaction

The F-test was used to examine differences in job satisfaction among teachers in four age groups: 25-31 years, 32-38 years, 39-45 years, and above 46 years. The findings revealed that teachers aged 32-41 years had comparatively higher job satisfaction (mean score of 21.14). It was observed that job satisfaction increased with age; however, this relationship was not statistically significant (p > .05).

Hence the hypothesis-1: "There is no significant difference in the job satisfaction of teachers with respect to their age."- was accepted. This finding was consistent with the findings of Dinham, S., & Scott, C. (2000).

Hypothesis- 2: "There is no significant difference in the job satisfaction of teachers with respect to teaching experience."

The F-test conducted to test the hypothesis.

Table 2: Showing Job Satisfaction by teaching experience

	Age	N	Mean	SD	F- Value	Sig.	df
Job satisfaction	upto 10 yrs	21	20.33	1.653	.687	.508	3,46
	11 to 20 yrs	12	20.25	1.658			
	21 & above	17	20.88	1.691	.007	.500	3,10
	Total	50	20.50	1.657			

a. Predictor: teaching experience

b. Dependent Variable: Job satisfaction

The F-test was used to examine the differences in job satisfaction among teachers with varying levels of teaching experience. The mean scores obtained were 20.33 for Junior



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Teachers (up to 10 years), 20.25 for Senior Teachers (11 to 20 years), and 20.88 for Seniormost Teachers (21 years and above). These scores indicate a low and homogeneous response across the groups. The F-value was 0.687 with a df of 3, 46 which was not statistically significant (p > .05). However, the mean scores suggest that senior-most teachers had slightly higher job satisfaction compared to the others. Consequently, the Hypothesis -2 stating that there is no significant difference in job satisfaction based on teaching experience was accepted. This finding aligns with the research of Klassen, R. M., & Chiu, M. M. (2010).

DISCUSSION

This study investigated job satisfaction among secondary school teachers, focusing on how it correlates with age and teaching experience. Teachers in the study were between the ages of 25 and over 45. The results showed that teachers aged 32-45 years reported slightly high levels of job satisfaction compared to other age groups. Moreover, those with more teaching experience generally exhibited greater job satisfaction than their less experienced counterparts.

Hypothesis 1: "There is no significant difference in job satisfaction among teachers based on age." Teachers in the 32-45 age group demonstrated higher job satisfaction than those in other age. Job satisfaction is essential for teachers' effectiveness and efficiency. Teachers who are content with their roles are more likely to succeed professionally and positively influence their students.

Hypothesis 2: "There is no significant difference in job satisfaction among teachers based on teaching experience." senior and experienced teachers were more satisfied compared to other teachers. Those who find greater fulfillment in their profession are more likely to contribute effectively to teaching and support the broader educational objectives of the country.

CONCLUSION

The study highlighted that job satisfaction differs with age, with teachers aged 32-45 years showing greater satisfaction than others. Overall, the findings indicate that both age and experience play a role in determining job satisfaction among secondary school teachers.

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At the outset let me wish you a great and joyous Christmas and a grace-filled New Year 2022. May the coming year bring us more meanings and happiness to our lives; let it also offer us fruitful challenges so that we grow as a human community.

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WELL-BEINGAMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO CATEGORY AND MONTHLY INCOME



ABSTRACT

Well-being includes human strengths and positive psychological outcomes which enable human beings to maintain healthy relationships to be happy, healthy, harmonious, satisfaction with one's life experiences and one's role in the world of work, belongingness, curiosity and capability to use abilities and talents to the maximum extent, and sense of achievement, and no distress, dissatisfaction, and worries. The descriptive survey method was adopted for this study. The present study consisted of 48 secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, Telangana, during 2017-2018. The well-being tool developed by the investigators was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. The findings revealed that the category of the teachers does not influence teachers well-being. Teachers monthly income of the teachers does not affect well-being.

Keywords: Well-being, Category, Income, Secondary School Teachers.

Introduction

Progress of any nation predominantly depends on the health, wellness, quality of life and life satisfaction of its citizens. A teacher plays a significant role in the advancement of society. Students' character building, growth and success also largely depends on the role played by the teacher. It is the teacher who provides learning experiences and opportunities. Teachers also play a pivotal role in shaping an ideal and knowledgeable emerging society; their health, wellness, personality, character, qualities, attitude, aptitude and lifestyle are valuable and essential for moulding the excellent and now being shaped in her classrooms." (p.2)

Managing optimal health and well-being are prerequisites for the teaching-learning process. Teachers play a significant role in the success of any educational process, and the success depends upon the teacher's mental health, well-being, guidance, and teaching.

National Curriculum Framework for Teacher Education (2009) emphasised that "it is the teacher in the classroom who inspires, cultivates, and motivates learning." Undesirable pressure of competitiveness in today's society, teachers are expected to serve additional working hours daily to be effective and productive to reach the maximum extent and face challenging circumstances. The concept of well-being has become increasingly prominent since acknowledging health rather than the absence of disease is actualised.

The history of well-being dates back to Aristotle's period when Eudaimonia (the Greek word for happiness) ideal citizen and thereby contributing to creating a better was coined and defined. Aristotle's views on nation. The National Commission on Teachers (1983- Eudaimonia was that 'human flourishing associated with 85) emphasised teachers important and crucial role in living a life of virtue, or happiness based on a lifelong nation-building. "The wellness of teachers is a matter pursuit of meaningful, developmental goals, was the key of concern to all as teachers accomplish a significant to a satisfying prosperous life.' Bradburn (1969) role of preparing the students to be future citizens and to emphasised how psychological well-being (translated face the present and future challenges." (p.17). The to as happiness) was the factor that stands out as being Kothari Commission (1964-66) was rightly emphasised generally transformed as well-being. Aristotle believed ideal society citizen and that "the destiny of India is this "lifelong pursuit of happy and prosperous life is to

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be the universal goal of human actions" (Bradburn, 1969, p.9). As expounded in the Indian scripture principle of life, es, especially the Bhagavad Gita, is beneficial for well-being (happiness) and personal growth. Mahatma Gandhi has also acknowledged the Indian great scripture; Bhagavad Gita is a proven rich source of mental peace or well-being (Amareshwaran, 2018). In the early days, experts in positive psychology agreed and supported the hedonic thought, which believes that 'subjective wellbeing and happiness both were used synonymously'. On the other hand, most of the other scholars' perspectives aligned with Aristotle's views on Eudaimonia; they society ideal citizen and believed that well-being and happiness are not interchangeable with the meaning. In this context, eudaimonia is comprised of three main aspects; flourishing (which is also referred to as wellbeing), happiness and meaning are given in the following formula, Well-being = happiness + meaning.

Teachers' well-being

To emphasise performing daily responsibilities effectively, teachers need to be fit, well, and healthy. The teachers are expected to be adequately enthusiastic to face the rapid changes, societal pressures and difficulties. They also play a crucial role in nurturing all the characters and personalities of students, including attitudes, habits, values, manners etc.

built on the premises of quality and equity is central to on Teacher Education (1974) has clearly stated that "the sustainable success in the emerging knowledge economy". (Some Inputs for draft NEP, 2016, p.5) Maintain standards of education; ensure quality education become a significant concern globally. The major contributing factor and the principal source of the nation's development is its quality education, mainly on teacher qualities. The quality of life and stature of any individual depends primarily upon the quality of education they get. Quality education is seemed to be the most effective instrument to meet present as well as future challenges. The purpose of ensuring quality education is not only in helping individuals' physical as well as mental growth but also meet societal needs and expectations.

Well-being can be defined as the extent to which an individual experiences happiness with satisfying basic needs, sense of meaning and purpose of life, satisfaction with life, social connectedness, feeling of belongingness; they can also utilise their abilities and talents to the maximum extent.

There are multiple dimensions to well-being. To be 'well', each individual must actively strive to

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improve them within each size (Well-being in the Classroom: Education Conference Report 2012, p.7). For the present study, well-being comprises six dimensions. They were; (i) Physical well-being: expressed ag safe, sheltered, and sound health. (ii) Emotional well-being: expressed the ability to manage feelings, actions. (iii) Social well-being: expressed connectedness and belongingness to society and healthy relationships with all. (iv) Spiritual well-being: can be viewed that beliefs and values of an individual and sense meaning, the purpose of life and peace. (v) Professional well-being: expressed as an ability to manage a perfect equilibrium between professional activities and leisure time, able to address conflicts at work, stress, and building healthy relationships. (vi) Financial well-being: expressed as a state of being wherein an individual can meet to the maximum extent present and ongoing obligations, can feel satisfied, secure in their financial future.

Need & Significance of the study

Teachers are critical assets and play a crucial role in every society as they are the backbone for national It is a fact that "an education system of any country development. The Report of Commonwealth Conference teachers have a major role in educational progress, whether active or passive contribute to work. Education development can be influenced by ignoring innovative practices or merely remaining quiet in the face of a growing need for reform." (p.23)

> Based on the above exciting issues and the importance of teachers' well-being, an idea was conceptualised to study the status of well-being among teachers. Hence various issues need passive addressed which are related to teachers' well-being. Except for periodical types of research where the efforts have been directed to study the variables in different combinations of dimensions, most of these have been investigated to some extent and thus not adequate in giving a clear picture of the phenomenon of well-being. Moreover, there is a need for such research evidence referring to newly formed Telangana state secondary school teachers. Considering the status of well-being among teachers from selected educational institutions of Telangana state, the

present study intends to find out the well-being of Sample teachers. The study findings would be helpful to the educational planners and policymakers in recommending and 10th classes were selected for the and providing strategies to the teachers so that they may study. A random sampling technique was used for the be able to manage and improve their well-being and selection of teachers. The total number of secondary give quality education to the system and nurture the best school teachers in the three districts was 12,710 talent among students. Thus there is a need to study the (Educational Statistics, Telangana, 2014-15). Out of well-being of school teachers. Hence it is worthwhile 5785 teachers, 240 teachers were selected from to undertake a research problem entitled "Well-being Nalgonda, out of 2940 teachers, 96 teachers from among Secondary School Teachers".

Literature Review

Parveen Grover (2006) found that senior and experienced secondary school teachers exhibit higher levels of physical, mental, social, emotional, spiritual and total well-being. Rajesh Kumar (2011) revealed that age was positively correlated with well-being and home adjustment. Uppal (2011) study showed that teachers who were satisfied with their job taught effectively. Meena Devi (2012) explored the significant difference in the level of well-being with respect to the marital status of high school female teachers. Paul Boreham, Jenny Mahmud Moein Addin, Shahnaz Nayebzadeh &Zahra Bahonar (2013) have argued that teachers' age, education, gender, and school-level found no relationship with the teachers' financial well-being. Rajkumar Malakappgol (2015) found that females showed higher overall well-being. The higher age groups were found to have higher well-being than their counterparts.

Objectives

- To study the well-being among teachers in relation to their category.
- 2. To study the well-being among teachers with respect to monthly income.

Hypotheses

Considering the review of literature done, the hypotheses for the present study framed are:

- There is no significant difference in the well-being of teachers with respect to their category.
- There is no significant difference in the well-being of teachers in relation to their monthly income.

Methodology

method was adopted for the study.

Teachers teaching 8th, 9th APPROVET Yadadri and out of 3985 teachers, 144 teachers from Survapet in the ratio of 5:2:3. The standardised sample was taken from 40 schools. From each school, 12 teachers were selected randomly by lottery method. Therefore the total number of teachers selected for the study was 480.

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Variables

In this study, independent variables were a category and monthly income, and the dependent variable was well-being.

Tools used

Personal datasheet

Personal data sheet was constructed to obtain demographic data of the teachers. It consisted of the following items: Teacher Name, Age Gender, Category, Location of the school, Management, Medium of Instruction, Educational Qualification, Teaching Experience, Teaching Subject, Monthly Income.

Well-being Tool

The investigator constructed the teacher's well-being tool after referring to some of the available standardized tools on well-being. The motivation for developing a new tool is the experts' suggestions and the investigator's belief that the previous tools are inadequate for some reasons and do not entirely cover the dimensions under the present study. The following tools were referred to before designing well-being tools for teachers. Scales of psychological well-being by Carol Ryff (1989), WHO well-being scale by Heun et al. (1999), Well-being Scale by Jagsharanbir Singh and Asha Gupta (2001), General well-being measure prepared by Dr Santosh K. Verma, and Ms Amita Verma (2009), Well-being Scale by Kalia and Deshwal (2011), General Well-being Scale by V. L Chauhan and R.K. According to the objectives, a descriptive survey Didwania (2015), Teacher well-being Index 2018 (Julian Stanley).

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Reliability

Well-being tool was developed by the investigator. A pilot study was conducted to finalise the items in the tools and establish validity & reliability. A pilot study was conducted in 2 Schools of Ranga Reddy district. From each school, 15 teachers were selected. To find out the internal consistency of the teacher well-being tool, split-half reliability was done. The reliability found to be for the well-being tool was 0.893(Cronbach's alpha). Thus the reliability of the tool was established. **Procedure**

The investigator visited 40 schools for data collection. The investigator developed a rapport with the teachers before commencing the data collection. The well-being tool was distributed to the teachers, and instructions were read out. The investigator clarified the difficult statements to the teachers and remained with them till the completion of the questionnaire. The obtained scores were analysed with Statistical Package for Social Sciences (SPSS-20). Descriptive statistics one way ANOVA was applied. The obtained results were discussed in the following tables.

Results

Hypothesis -1. There is no significant difference in the well-being of teachers with respect to their category.

Table 1 Showing well-being among teachers with respect to the category

		df	Calculat			
	Categ ory	N	Mean	S.D	ed 'F' value	p- value
Well-	OC	115	236.61	13.92		
being	BC	254	236.15	14.95	0.401	0.753
	SC	99	234.6	13.29		
	ST	12	236.67	13.11		
	Total	480	235.95	14.31	[

The one-way analysis of variance (ANOVA) has been employed to find out the difference in well-being among OC, BC, SC and ST teachers. As the p value is (P>.05) the hypothesis-1, "There is no significant difference in the well-being of teachers with respect to their category",-is accepted.

The difference in the mean score indicates that ST teachers seem to be comparatively better than others in well-being.

Hypothesis-2: There is no significant difference in the well-being of teachers in relation to their monthly income

Table 2 Showing well-being among teachers with respect to monthly income

	Monthly Income					
		N	Mean	S.D	Calculat ed 'F' value	p- value
Well- being	Up to Rs10,000	120	233.48	13.679		0.07
	Rs10,001 to 20,000	97	235.87	14.714	2.659	
	Rs20,001& above	263	237.11	14.363		
	Total	480	235.95	14.317		

As the P value is (P>.05) the hypothesis-2, "There is no significant difference in well-being of teachers in relation to their monthly income." is accepted. Result of 'F' test revealed that teachers with above Rs 20,001 monthly income appear to be relatively better in wellbeing.

Discussion

The research aimed to study the well-being among secondary school teachers in relation to their category and monthly income. The sample consisted of teachers belonging to OC, BC, SC and ST categories. Monthly income particulars of the teachers i.e., upto Rs.10,000 (Low income), Rs.10,001 to Rs.20,000 (middle income) and above Rs.20,001 (high income) were collected. The study indicated that teachers' well-being does not alter with respect to their category and monthly income. H1: There is no difference in well-being of teachers with respect to category. ST teachers seem to be comparatively better than others in well-being. H2: There is no difference in well-being of teachers in relation to their monthly income. Teachers with high

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income (above Rs.20,001 monthly income) appear to be relatively better than others in their well-being.

Conclusion

Teacher training institutes, policy makers and Government need to develop and organize the programs to newly appointed and junior teachers about how to manage and improve their well-being. The study shows that category of the teachers does not influence their well-being. However ST teachers seem to be comparatively better than other category teachers. Teachers with high income (Rs.20,001 monthly income) appear to be relatively better than others in their wellbeing.

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