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| S. No | Contribution                          | Article                                                                                                                                | Page No. |
|-------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1.    | R. Ramesh Reddy                       | Bus Frequency, Impact on Speed of Urban Traffic at Kerb Side Bus Stop Based on Multiple Regression Analysis: A Case Study in Hyderabad | 1-22     |
| 2.    | Mr. Haile Alemu                       | Critical Pedagogy: A Review                                                                                                            | 24-37    |
| 3.    | J. Ienstin Jose<br>U.V. Ajitha Kumari | Social Intelligence and Social Maturity of IX Standard School Students in Thuckalay Educational District                               | 38-47    |
| 4.    | Anitha Kumari. B<br>JebaJannet Mary   | Metacognition and Creative Thinking of High School Students                                                                            | 48-55    |
| 5.    | J. Aushlin Justina<br>Dr. A. Beaula   | Life Skills and Self-Concept of Adolescents in Kuzhithurai Educational District                                                        | 56-63    |
| 6.    | Sindhu Shaji                          | Positivism, Anti-Positivism and Neo-Gramscianism                                                                                       | 64-70    |
| 7.    | R. T. Jegatheeswari                   | Parental Involvement in Education                                                                                                      | 71-76    |

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# Bus Frequency, Impact on Speed of Urban Traffic at Kerb Side Bus Stop Based on Multiple Regression Analysis: A Case Study in Hyderabad

R. RAMESH REDDY

*Professor, Dept of Civil Eng, Arba Minch University, Ethiopia.*

*Urban areas are associated with lot of vehicular volumes with many business, commercial, educational and recreational activities every day. Such activities will attract the people living in towns and villages alike. Due to urban attractions, the floating population and migration into the urban areas will increase resulting higher mobility of vehicles on the urban roads in the peak and non- peak hours. The number of registered vehicles per day in urban areas was found to be at a higher rate, resulting higher vehicular volumes on the urban roads. As per data, the rate of increase of vehicles in Hyderabad city is observed to be 8 - 10% per annum. The total numbers of vehicles of all categories in Hyderabad city are recorded to be more than 33 lakhs. This shows that Hyderabad is occupying fifth place in India having large number of vehicles.*

**Keywords:** Reduction in Speed, Bus Frequency, Effective Road width and Traffic Volume.

## Introduction

The present studies conducted to observe the influence of bus frequencies at Kerb side bus stops on the reduction of Speed for various traffic volumes and effective road widths. For this purpose, three Kerb side bus stops in Hyderabad city namely Bus Bhavan bus stop, A P Transco bus stop and Nalgonda X roads bus stop having variable road widths, traffic volumes, are selected and the required traffic data is collected both in the peak and non-

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### *Bus Frequency, Impact on Speed of Urban Traffic*

peak hours to observe the change in speed for variations of traffic volumes, bus frequencies and effective road widths. Effective road width here is defined as the width of the road available at the Kerb side bus stop after the bus is halted. The data is then analyzed to observe the variation of Speed at the selected Kerb side bus stop locations for various bus frequencies and effective road widths under different traffic volume levels using Multiple Non- Linear regression modal. The analysis clearly indicates that the increase in bus frequencies at the Kerb side bus stop will have a lot of impact on the speed of through traffic along the corridor.

Regression Hyderabad is the capital of Southern India's Telangana State. It is one of the major centres for the technology industry. It is built with high number of residential colonies, restaurants, office headquarters, big shopping malls, education centres, industries, recreation centres, with other business and commercial activities. Hyderabad is the fourth most populous city of India. The current Population in Hyderabad Metropolitan city as per the records is 11.7 Million. The growth of population and migration is more in the city and is around 8% per annum for the past 10 years. Hyderabad city has occupied fifth place in India having large number of vehicles. The density of road vehicles in Hyderabad is increasing day by day. The total number of vehicles in Hyderabad are recorded to be 33 lakhs. The rate of increase of vehicles as per data is found to be 10-20 % per annum. According to the latest statistics, 72% of the people in Hyderabad are travelling by Public transport, which includes Buses, MMTS, Autos and Cabs. As per records, more than 4000 buses in Hyderabad are plying in different routes covering almost all areas. Everyday RTC buses make nearly 40,000 trips in the city carrying around 30 lakhs people. The annual growth rate of buses is between 3 to 5 % per annum. Most of the bus stops in Hyderabad city are located on the Kerb side along different corridors which are causing a lot of impact on the speed of other mode of vehicles passing through the corridor.

In general, the speed of vehicles moving along the corridor will be obstructed by the various obstacles on the road such as On- Street Parking, Kerb side bus stops, pedestrian crossing, side Streets, etc. The presence of these obstacles on the road will cause a lot of reduction in the Speed of through traffic along the corridor. The objective of the present study is to analyze the impact of bus frequencies on the reduction of speed at the Kerb side bus stops for various effective road widths and traffic volumes. Different Multiple Non- Linear Regression models are developed to analyze the variation of reduction in speeds of vehicles for various bus frequencies, traffic volumes and effective road widths.



## Study Locations and Features

Three Kerb side bus stop locations in Hyderabad city having different road widths, namely Bus Bhavan bus stop, A P Transco bus stop and Nalgonda X Roads bus stop, are selected to observe the impact of bus frequencies on the reduction in the speed of other mode of vehicles that are passing through the corridor, for various traffic volumes and effective road widths. The presence of other location features such as On- Street Parking, pedestrian crossing and Side Streets are observed to be very minimal at the selected bus stop locations and hence are neglected. The following are the features of the selected Kerb side bus stop locations.

Bus Bhavan bus stop is located on a busy corridor which connects R.T.C. X Roads junction to O.U Road. The location is a five-lane road width with a divider at the center. The location is a highly commercial and recreation activity center with an approach road width of 9.4 m and an effective road width varying between 3.54 m to 4.75 m. Similarly, A P Transco bus stop is located in a busy corridor connecting Khairatabad junction and Somajiguda junction. The location is a six-lane road width with a divider at the center. The location is a highly commercial, recreational and official activity center with an approach road width of 12.9 m and an effective road width varying between 6.29 m to 7.97 m.

Further, Nalgonda X Roads bus stop is located in a busy corridor connecting Malakpet junction and Siadabad junction. The location is a four-lane congested road with a divider at the center. The location is a highly business and educational activity center with an approach road width of 8.2 m and an effective road width varying between 3.06 m to 4.08 m.

All the above selected locations are with lot of traffic volume every day in the morning and evening peak hours. The list of locations selected and their details from the data are given in table 1.

Table – 1

List of Study locations and their features

| Bus Stop         | Volume,<br>Pcu / hr | Bus<br>Frequency | Effective<br>Road<br>Width,<br>Meter | Reduced<br>Speed,<br>Kmph | Road<br>Width,<br>Meter |
|------------------|---------------------|------------------|--------------------------------------|---------------------------|-------------------------|
| Bus Bhavan       | 2964<br>4690        | to 40 to 96      | 3.54<br>4.75                         | to 6.53<br>32.27          | to 9.4                  |
| A P Transco      | 2890<br>5092        | to 76 to 124     | 6.29<br>7.97                         | to 8.8 to 16.81           | 12.9                    |
| Nalgonda X Roads | 886<br>2554         | to 56 to 120     | 3.14<br>4.08                         | to 6.29<br>23.33          | to 8.2                  |

Data Collection at the Study Locations

Three Kerb side bus stop locations are selected in Hyderabad city having different road widths varying between 8.2 m to 12.9 m. All the bus stops are selected at the mid blocks of major corridors with divided roads and heavy traffic. The data collected from the field includes Traffic Volume, Bus Frequency, Effective Road Width, Speed of the vehicles before the bus stop and at the bus stop. At each bus stop location different traffic surveys are conducted to collect the data by the enumerators. The data is collected by manual method for 12 hours in a day for every 15 minutes consecutive intervals covering both morning and evening peak hours.

Reduction in Speed (RS): A Parameter known as Reduction in Speed is introduced in the study, which is defined as the difference of the speed of the vehicles measured at considerable distance before the bus stop (section 1) and exactly at the bus stop (section 2). The distance of the section 1 is carefully selected at the location sites such that the vehicles are moving at free speed and there is no influence of Kerb side bus stop on the movement of vehicles.

Hence Reduction in Speed = Speed of the vehicles before bus stop - Speed of the vehicles at the bus stop

More reduction in speed indicates more impact of Kerb side bus stop on the movement of other mode of through traffic.

**Effective Road Width (ERW):** Effective Road Width is defined as the road width that is remained at the bus stop location for other modes of vehicles to travel, after the bus has halted at the Kerb side bus stop. This effective road width is not constant and is varying from time to time based on the behavior of the driver, behavior of the commuters and other location factors. It is observed that at every selected bus stop, more than 50% of the available and valuable road width is occupied by the bus at the Kerb side bus stop, leaving the remaining 50% of the road width only for the other mode of vehicles. This affects the capacity of the road due to which the speed of the vehicles considerably falls down. **Bus Frequency (BF):** Bus Frequency is defined as the number of buses that are plying per hour into the bus stop location for catering the people to different destinations. The increase in bus frequency in the bus stop locations creates more impact on the speed of other modes of vehicles. Hence as the bus frequency increases, the reduction in the speed of the vehicles also increases.

## Analysis of Data

The data collected from the three Kerb side bus stop locations is analyzed to understand the reasons behind the reduction in speed at the bus stops and to formulate some guide lines for the erection of Kerb side bus stops to avoid reduction in speed of the vehicles. For this purpose, in the present study, Multiple Non-Linear Regression Modals are developed by taking dependent variable and independent variables from the data collected and are analyzed to understand the impact of bus frequencies at the bus stops on the reduction in speed of other mode of vehicles.

**Development of Multiple Non - Linear Regression Modals:** Multiple Regression modal is one of the well-known statistical methods of fitting a relationship between dependent variables and independent variables. In the study, Reduction in Speed (RS) is taken as a dependent variable and other influencing parameters such as Traffic Volume (Variable 1), Bus Frequency (Variable 2) and Effective Road width (Variable 3), are taken as independent variables. Multiple Non- Linear Regression Modals are developed for each selected Kerb side bus stop by considering the above dependent and independent variables and are tested for their validity. Fig 1 to 3 indicates the validity of the developed modals plotted by correlating the observed and predicted speeds at each bus stop.

Fig 1

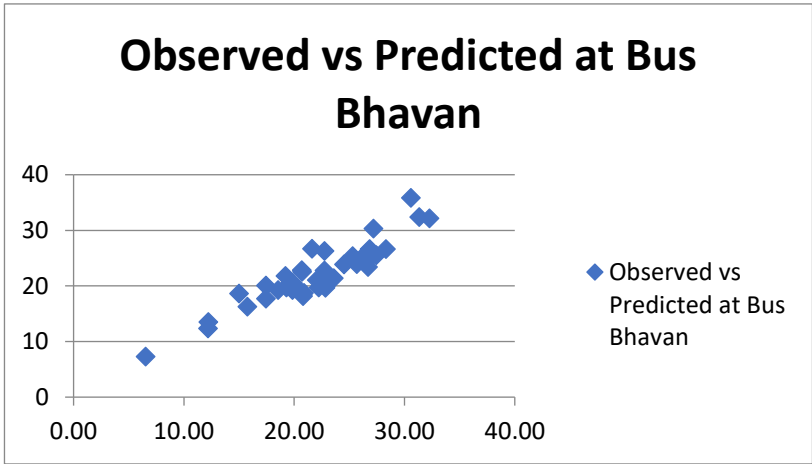


Fig 2

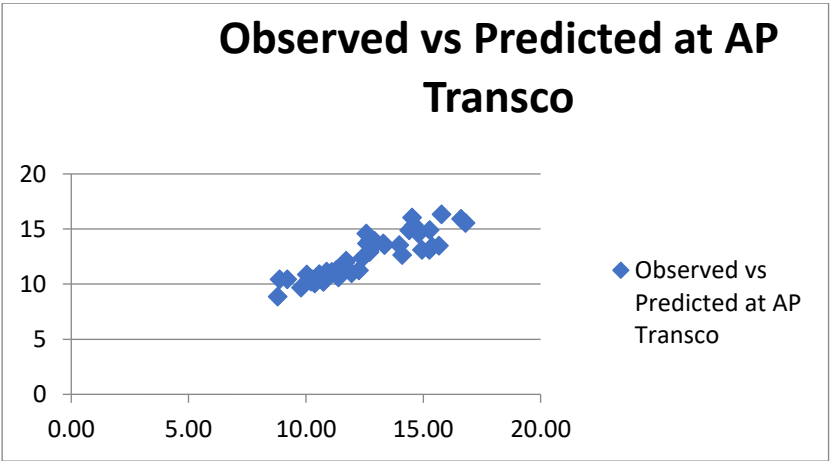
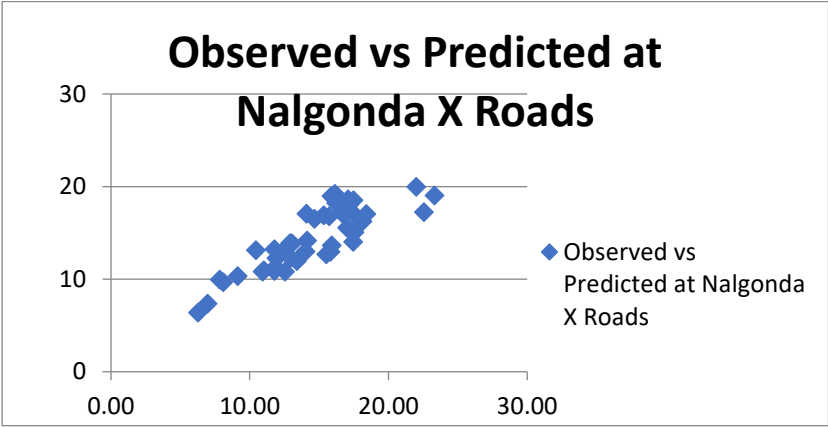


Fig 3



The Multiple Non-Linear Regression Modals are developed for all the selected bus stop locations and are as follows:

Bus Bhavan Bus Stop

Reduction in Speed (RS) =  $-4.53348 + 1.23720 * e^{Vol} + 0.97097 * e^{BF} - 0.67166 * e^{ERW}$   
 $R^2 = 0.8831$                        $R = 0.9397$                        $F (3,40) = 100.80$

| Parameter  | t- ratio | P- level |
|------------|----------|----------|
| Intercept  | -6.84250 | 0.00000  |
| Variable 1 | 5.46010  | 0.000003 |
| Variable 2 | 5.93834  | 0.000001 |
| Variable 3 | -2.62202 | 0.012305 |

A P Transco Bus Stop:

Reduction in Speed (RS) =  $-2.49807 + 0.81022 * e^{Vol} + 0.50486 * e^{BF} - 0.41931 * e^{ERW}$

*Bus Frequency, Impact on Speed of Urban Traffic*

$$R^2 = 0.8135$$

$$R = 0.9019$$

$$F (3.40) = 58.16$$

| Parameter  | t- ratio | P- level |
|------------|----------|----------|
| Intercept  | -5.00491 | 0.000012 |
| Variable 1 | 6.20483  | 0.00000  |
| Variable 2 | 4.51190  | 0.000055 |
| Variable 3 | -1.83494 | 0.073959 |

Nalgonda X Roads Bus Stop:

$$\text{Reduction in Speed (RS)} = -1.79103 + 0.74099 * e^{\text{Vol}} + 0.41104 * e^{\text{BF}} - 0.50367 * e^{\text{ERW}}$$

$$R^2 = 0.7981$$

$$R = 0.8933$$

$$F (3.40) = 52.72$$

| Parameter  | t- ratio | P- level  |
|------------|----------|-----------|
| Intercept  | -3.82495 | 0.0004449 |
| Variable 1 | 5.13914  | 0.000008  |
| Variable 2 | 2.25246  | 0.029849  |
| Variable 3 | -1.39628 | 0.170330  |

Result of the Analysis from Multiple Non-Linear Regression Modals:  
From the Multiple Non-Linear Regression Modals developed, the analysis is carried out to understand the variation of Reduction in Speed at the selected

Kerb side bus stop locations for various traffic volumes, bus frequencies and effective road widths. Fig 4 to 21 indicate the variation of Reduction in Speed

(Y- axis) for various traffic volumes (X- axis), bus frequencies and effective road widths at all the selected bus stop locations. The graphs are generated from the analysis of Multiple Non- Linear Regression Modals obtained in all the selected Kerb side bus stop locations.

Fig 4

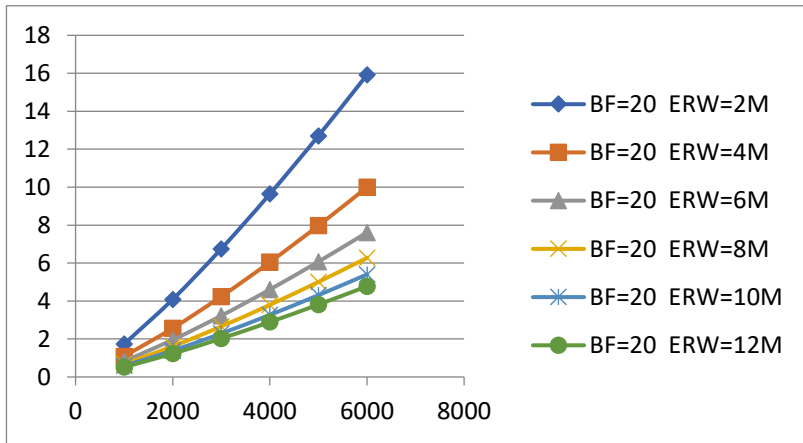


Fig 5

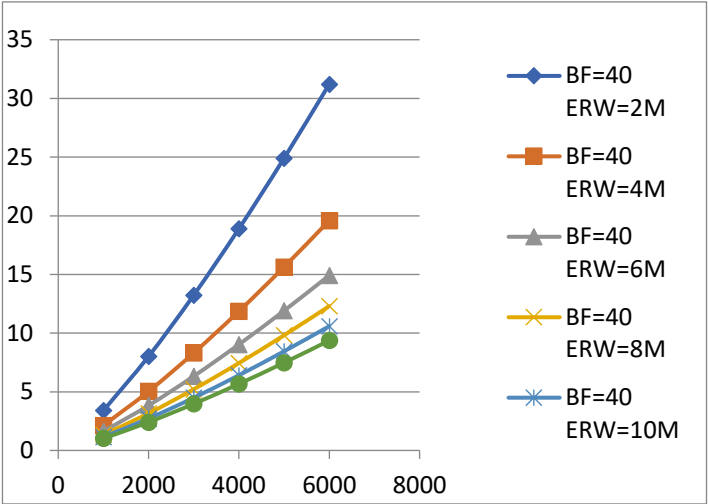


Fig 6

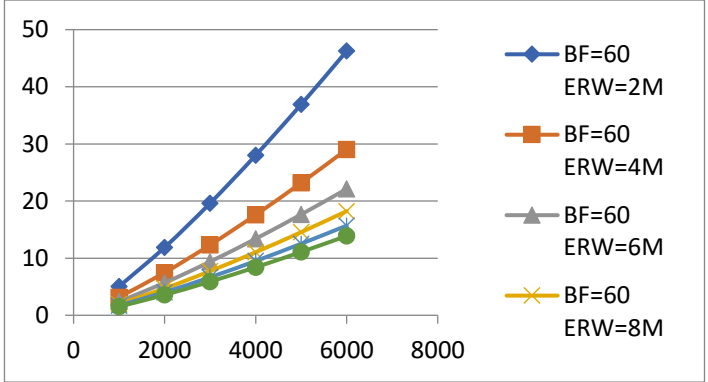




Fig 7

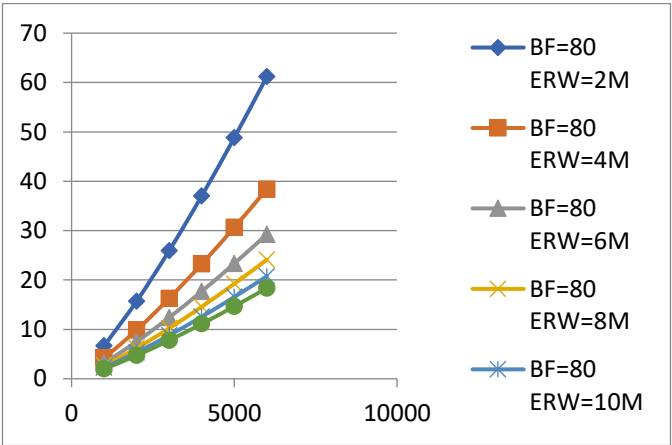


Fig 8

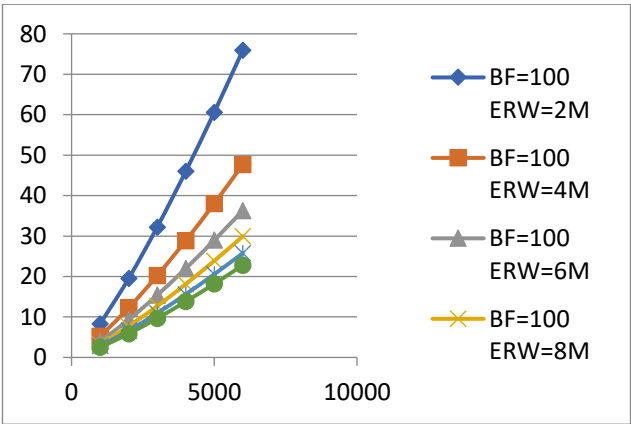
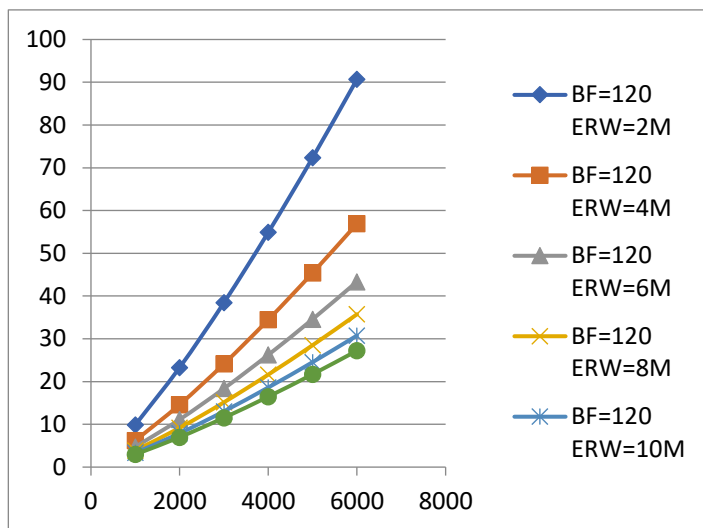


Fig 9



From Fig 4 to 9, it is observed that at Bus Bhavan bus stop, the reduction in speed is increasing at a higher rate as the traffic volume and bus frequency is increasing and is decreasing as the effective road width is increasing. The effect of bus frequency on the reduction in speed is more predominant up to a particular range and after that range, the effect is minimal. As an example, for a traffic volume of 4000 Pcu/hr and an effective road width of 4m, the reduction in speed is found to be 6.05 Kmph, when the bus frequency is 20; 11.86 Kmph when the bus frequency is 40 ; 17.58 Kmph when the bus frequency is 60 ; 23.25 Kmph when the bus frequency is 80 ; 28.87 Kmph when the bus frequency is 100 and is 34.46 Kmph when the bus frequency is 120. This clearly indicates that the reduction in the Speed of vehicles at the Kerb side bus stop is a function of Bus Frequencies. The effect is more up to particular range and then it is minimal.

Further for the same traffic volume of 4000 pcu/ hr, When the effective road width is increased to 6 m, the reduction in speed is observed to be 4.6 Kmph when the bus frequency is 20 ; 9.03 Kmph when the bus frequency is 40 ; 13.39 Kmph when the bus frequency is 60 ; 17.70 Kmph when the bus frequency is 80 ; 21.99 Kmph when the bus frequency is 100 ; 26.25 Kmph when the bus frequency is 120. Similarly for a traffic volume of 4000 Pcu/hr, for an increased effective road width of 8m, the reduction in speed is observed to be

3.79 Kmph when the bus frequency is 20 ; 7.44 Kmph when the bus frequency is 40 ; 11.03 Kmph when the bus frequency is 60 ; 14.59 Kmph when the bus frequency is 80 ; 18.12 Kmph when the bus frequency is 100 ; 21.63 Kmph when the bus frequency is 120.

Fig 10

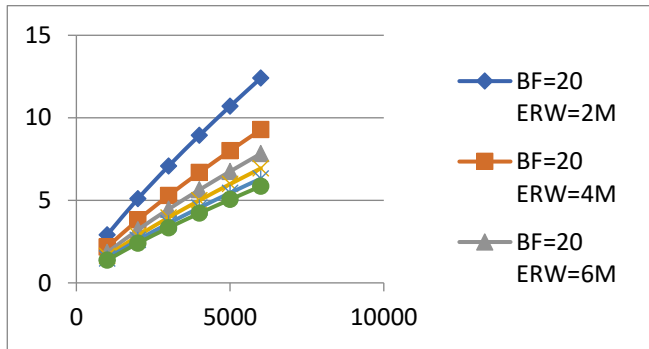
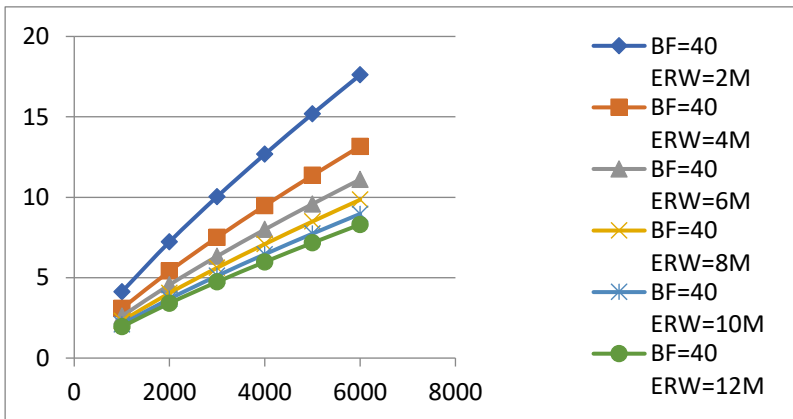


Fig 11



### Bus Frequency, Impact on Speed of Urban Traffic

Fig 10 to 15 indicates the variation of reduction in speed for various traffic volumes, bus frequencies and effective road widths at A P Transco Bus Stop. Similar conditions exist in this bus stop location. As an example, for a traffic volume of 4000 Pcu/hr and an effective road width of 4m, the reduction in speed is found to be 6.68 Km/h, when the bus frequency is 20; 9.47 Km/h when the bus frequency is 40 ; 11.63 Km/h when the bus frequency is 60 ; 13.45 Km/h when the bus frequency is 80 ; 15.05 Km/h when the bus frequency is 100 and is 16.50 Km/h when the bus frequency is 120. This clearly indicates that the reduction in the speed of vehicles at the Kerb side bus stop is a function of Bus Frequencies. The effect is more up to particular range and then it is minimal.

Fig 12

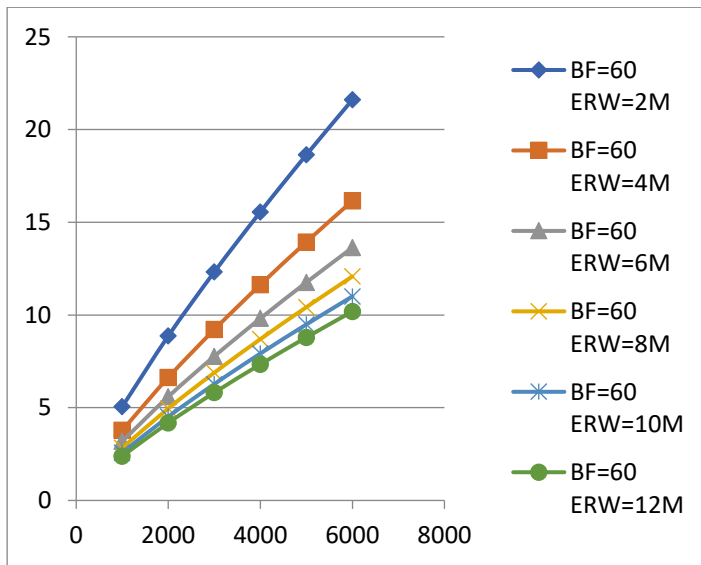
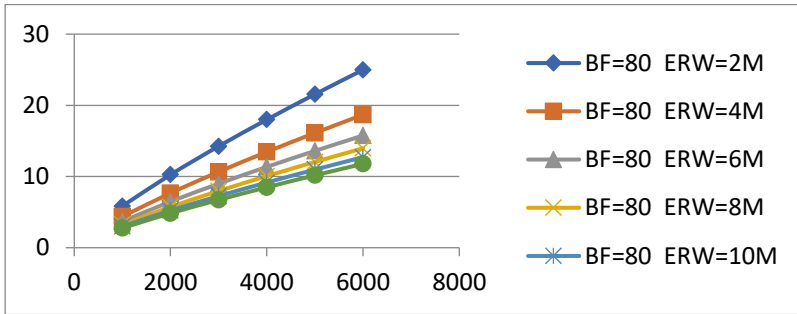


Fig 13



Further for the same traffic volume of 4000 Pcu/hr, when the effective road width is increased to 6m, the reduction in speed is observed to be 5.63 Km/h when the bus frequency is 20 ; 7.99 Km/h when the bus frequency is 40 ; 9.81 Km/h when the bus frequency is 60 ; 11.34 Km/h when the bus frequency is 80 ; 12.70 Km/h when the bus frequency is 100 ; 13.92 Km/h when the bus frequency is 120. Similarly for the traffic volume of 4000 Pcu/hr, when the effective road width is further increased to 8m, the reduction in speed is observed to be 4.99 Km/h when the bus frequency is 20 ; 7.08 Km/h when the bus frequency is 40 ; 8.69 Km/h when the bus frequency is 60 ; 10.05 Km/h when the bus frequency is 80 ; 11.25 Km/h when the bus frequency is 100 ; 12.34 Km/h when the bus frequency is 120.

Fig 14

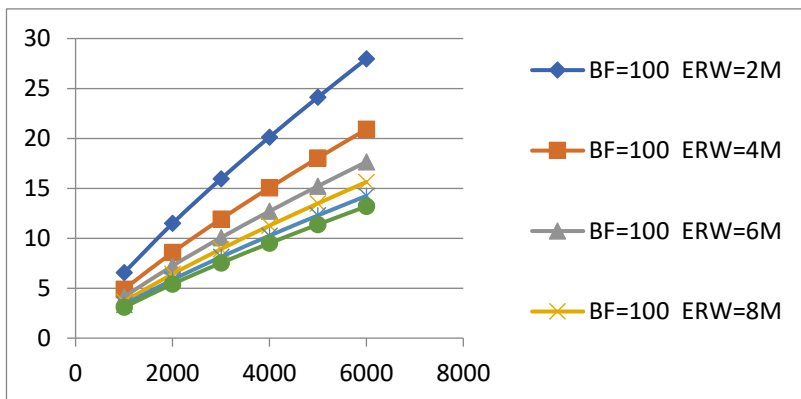


Fig 15

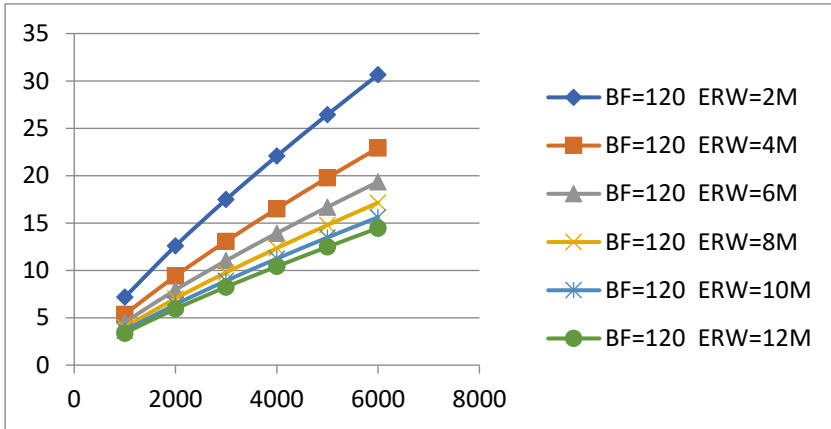


Fig 16 to 21 clearly indicates the change in speed at Nalgonda X roads bus stop for various changes in traffic volumes, bus frequencies and effective road widths. In this case also, the effect of bus frequency on the reduction in speed is observed. As an example, for the same traffic volume of 4000 Pcu/hr and an effective road width of 4m, the reduction in speed is found to be 12.87 Kmph, when the bus frequency is 20; 17.11 Kmph when the bus frequency is 40 ; 20.21 Kmph when the bus frequency is 60 ; 22.75 Kmph when the bus frequency is 80 ; 24.94 Kmph when the bus frequency is 100 and is 26.88 Kmph when the bus frequency is 120.

This clearly indicates that the reduction in the Speed of vehicles at the Kerb side bus stop is a function of Bus Frequencies. The effect is more up to particular range and then it is minimal.

Fig 16

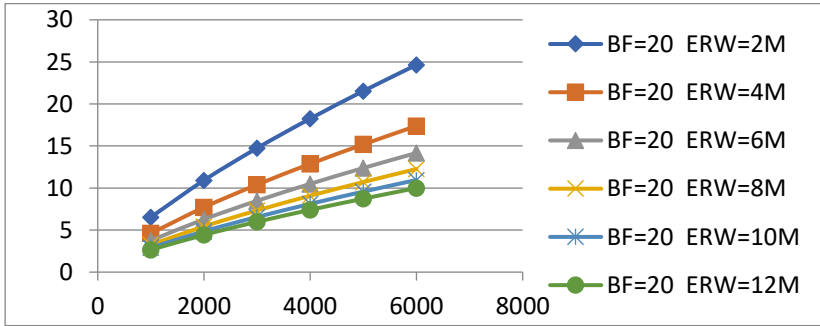


Fig 17

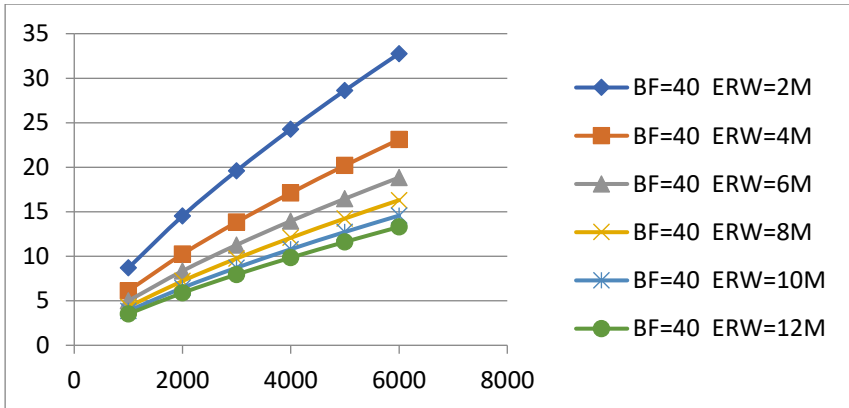


Fig 18

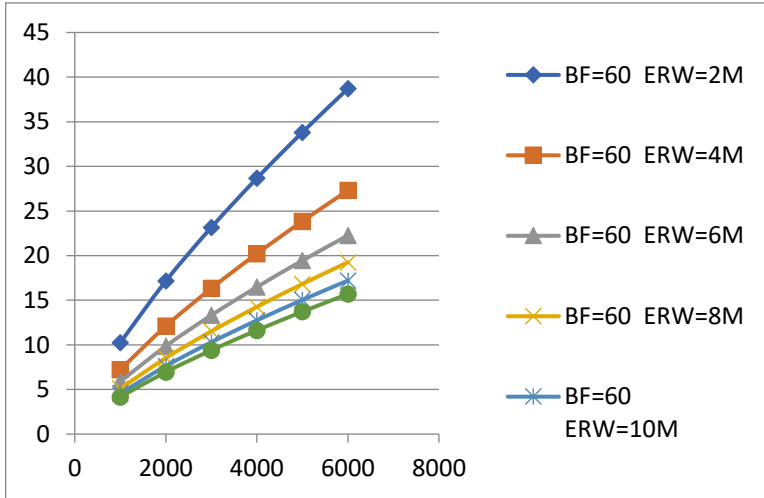
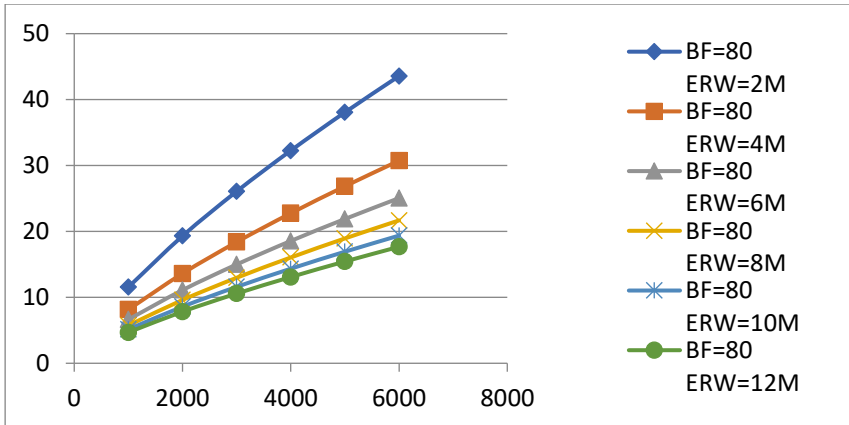


Fig 19

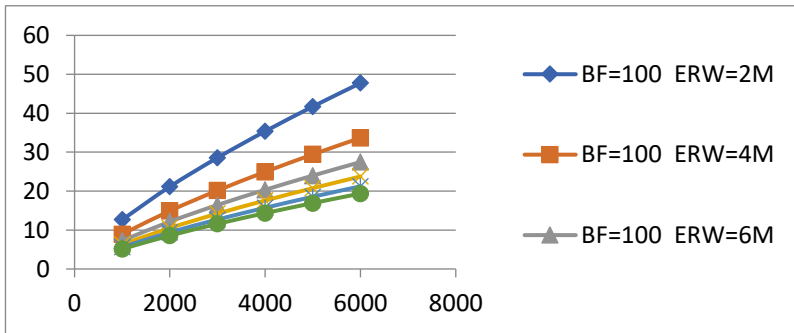


Further for the same traffic volume of 4000 Pcu/hr and an effective road width of 6m, the reduction in speed is observed to be 10.49 Km/h when



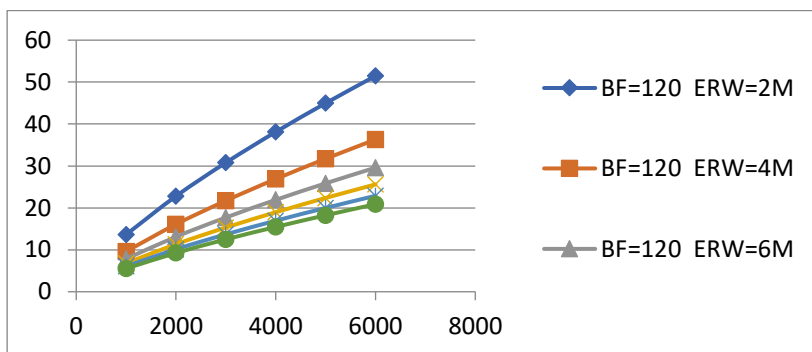
the bus frequency is 20 ; 13.95 Km/h when the bus frequency is 40 ; 16.48 Km/h when the bus frequency is 60 ; 18.55 Km/h when the bus frequency is 80 ; 20.33 Km/h when the bus frequency is 100 ; 21.91 Km/h when the bus frequency is 120. Similarly for the traffic volume of 4000 Pcu/hr, when the effective road width is increased to 8m, the reduction in speed is observed to be 9.07 Km/h when the bus frequency is 20 ; 12.07 Km/h when the bus frequency is 40 ; 14.25 Km/h when the bus frequency is 60 ; 16.04 Km/h when the bus frequency is 80 ; 17.59 Km/h when the bus frequency is 100 ; 18.95 Km/h when the bus frequency is 120.

Fig 20



The above result clearly indicates that the impact of bus frequency and effective road width is more up to a particular incremental increase and then the effect is minimal. But at the same time, for higher bus frequencies, when the effective road width is more, the reduction in speed is less. As an example, in the case of Bus Bhavan bus stop, for a traffic volume of 4000 Pcu/hr and a bus frequency of 100, the reduction in speed is 28.87 Km/h, when the effective road width is 4m. But for similar conditions, the reduction in speed is 21.99 Km/h, when the effective road width is increased to 6m; 18.12 Km/h for an effective road width of 8m; 15.60 Km/h for an effective road width of 10m and is 13.80 Km/h for an effective road width of 12 m.

Fig 21



Similarly, in the case of A P Transco bus stop, for a traffic volume of 4000 Pcu/hr and a bus frequency of 100, the reduction in speed is 15.05 Km/h, when the effective road width is 4m. But for the similar conditions, the reduction in speed is 12.70 Km/h, when the effective road width is increased to 6m; 11.25 Km/h for an effective road width of 8m; 10.25 Km/h for an effective road width of 10 m; and is 9.49 Km/h for an effective road width of 12 m.

Further in case of Nalgonda X Roads bus stop, for a traffic volume of 4000 Pcu/hr and a bus frequency of 100, the reduction in speed is 24.94 Km/h, when the effective road width is 4m. But for the similar conditions, the reduction in speed is 20.33 Km/h, when the effective road width is increased to 6m; 17.59 Km/h for an effective road width of 8m; 15.72 Km/h for an effective road width of 10m and is 14.34 Km/h for an effective road width of 12 m.

This clearly indicates that the influence of reduction in speed is more for higher bus frequencies and is getting reduced as the effective road width is increasing. Moreover, as the effective road width is increasing further and further, even for higher bus frequencies, the effect is minimal as observed in case of increase in effective road widths of 10 m and 12 m in all the selected bus stop locations.

## Summary and Conclusions

The study is conducted to analyze the impact of bus frequencies at the Kerb side bus stop locations on the reduction of speed of other mode of vehicles, by considering the influencing parameters such as traffic volume, bus frequency and effective road width under various roadway and traffic conditions in Hyderabad city. Multiple Non- Linear Regression models are generated at each selected bus stop location. Different graphs are developed from the Multiple Regression modals from all the data sets for the purpose of analysis.

From the graphs, it is concluded that the reduction in speed is more at the Kerb side bus stops, as the bus frequency and traffic volume increase and is considerably less for an increase in effective road width. Further it is concluded that the effect of variation of speed is more up to a particular range of increase in bus frequency and effective road widths and after that range, the effect is minimal as observed in case of an effective road widths of 10 m and 12 m. In the study it is concluded that for a given traffic volume, the effect of reduction in speed is more up to a bus frequency of 80 and an effective road width of 8 m, beyond which the effect is minimal. Hence it can be concluded that for a traffic volume up to 4000pcu/hr, the reduction in speed is minimal at the Kerb side bus stops, when the bus frequency is equal to or less than 80 with an effective road width of 8 m or more.

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## Critical Pedagogy: A Review

Mr. HAILE ALEMU

*Research Scholar in ELT, Arba Minch University, Ethiopia.*

*Since its emergence, there has been continuous and various trends in language and other pedagogy as per emerging changes in human life. As time goes and comes, different philosophy of education is emerging and dictating the educational theories and approaches. Accordingly, in a contemporary education, new trends and developments of teaching English language are emerging. Critical pedagogy which rooted from critical theory and critical educational philosophy is one of these new trends in the changing nature of education. The emergence of this educational trend has its own origin and rationale. The origin of critical pedagogy is traced back to the reactions to the neocolonialism, capitalist schools or feudalistic schools that were highly traditional and oppressive, in their purpose and process of teaching, to many other communities in 1960s and 1970s. The pioneering figure to this reaction was the Brazilian educator and social activist, Paulo Freire, who called the traditional education systems as 'the Banking Education.' This Concept of Education was known to consider students' mind as empty account to be filled by the teacher. It is essentially an act that hinders the intellectual growth of students by turning them into, comatose "receptors" and "collectors" of information.*

**Keywords:** Critical Pedagogy, Praxis, Emancipation and Banking Education.

**Freire States**

Implicit in the banking concept is the assumption of a dichotomy between human beings and the world: a person is merely in the world, not with the world or with others; the individual is not a re-creator. In this view the

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### *Critical Pedagogy: A Review*

person is not a conscious being; he or she is rather the possessor of a consciousness: an empty “mind” passively open to the reception of deposits of reality from the world outside. The rationale for emergence of critical pedagogy was that Schools were far from overly liberal, they asserted, and in reality, served the dominant social class by making thoughtless drones of those students privileged enough to even make it through and the schools left behind many disadvantaged students.

undemocratic nature; those who can resist the non-liberal, oppressive, hegemonic and authoritarian nature of the education system. To attain his ideas of empowering and democratizing education, Freire proposed two methodologies: the dialogic problem posing and complete abolishing of teacher-student dichotomy by promoting the roles of the participants in the classroom as the teacher-student (a teacher who learns) and the student-teacher (a learner who teaches). This review discusses the meanings of critical pedagogy, features of critical pedagogy, its major concepts, teachers and students’ roles in critical pedagogy, educational implication of critical pedagogy and critics on critical pedagogy.

### Features of Critical Pedagogy

Since critical pedagogy derived its principles from critical theory, it is known for the view of a reality in change, progressive reality, transformative knowledge and learning. Reality is dynamic and knowledge is incomplete according to the ontological and epistemological view of the critical pedagogues. Critical pedagogy is characterized mainly by empowering students and helps them help themselves. It does this by developing the students’ power of critical consciousness. If a learner is self-conscious, he/she can resist anything against his/her freedom of knowledge creation or making.

To raise their consciousness, students, in dialogue with their teachers, must study their own life conscious and critically aware of the social, political, and economic conditions and contradictions that affect a person’s stories and the collective histories of their racial, ethnic, language, economic, and social groups. As empowering students, accounting for their culture and context and engaging them actively in problem-posing dialogues to achieve their critical consciousness and to become autonomous learners are fundamental principles of Freire’s approach, its implications in the field of language teaching (English) proved to be promising (Freire, 1992). Another feature of critical pedagogy from other educational approach is that it aims at liberating students from oppression. Learners who are approached through critical pedagogy have

already developed the way to resist dominations and hegemonies of different types.

This way according to Freire is "participatory development" and development more generally. His emphasis on what he describes as "emancipation" through interactive participation has been used as a rationale for the participatory focus of development, as it is held that 'participation' in any form can lead to empowerment of poor or marginalized groups. A further feature of critical pedagogy is being an anti-colonial education.

It urges always for the natives own educational system. Freire addressed this pedagogy to resist the education systems cut and pasted to the indigenous education without considering the local and indigenous knowledge and wisdoms. Critical pedagogy is also known for its feature of appreciating the role of indigenous knowledge.

According to this educational trend, when oppressed people learn about their own culture, history, medicinal practices, religion, heritage etc. can have a transformative effect on their lives and lead to their own empowerment. In this case it emphasizes the knowledge of subjugated and oppressed people. It is more appreciated also for its focus on the identification of sources of power. It calls the students for the analysis of the competing power interests between group and individuals within a society by identifying who gains and who loses in specific situation. Another characteristic of critical pedagogy is its political nature of education.

It does not agree with the premise that says education and schools are free from politics; instead, it draws its premise from political agenda. Since all education is political, teacher and students must be made aware of the politics that surround education. Freire's educational proposal is also known for its understanding of the politics of knowledge. It is known for its critical argument and resistance of relying on the western knowledge. He believes that the knowledge schools try their students to acquire can have political power. That is why many institutions use their power to keep the privileged on the top and the unprivileged on the bottom. Critical pedagogy incorporates justice and equality in education.

The social and educational vision of the two should be the basis of all education according to the principles of this educational trend. The inclusion of these concepts in education is believed to promote the emancipation and intellectual growth. In trying to end the banking system of education, critical pedagogy attains a feature of changing the relationship between students and teachers.

## *Critical Pedagogy: A Review*

The teacher-student dichotomy disappears as a result of the concept of dialogic problem posing. A student may teach and the teacher may learn in the realm of critical pedagogy as the aim is mutual knowledge invention and re-invention.

### **Review on Meanings of Critical Pedagogy**

“Critical” or “resistance” pedagogy is a relatively new set of ideas about the purpose and the process of teaching; the term itself doesn’t appear within academic literature until about two decades ago. Researches confirm that there are many illusions among educational practitioners on the ‘one-perfect’ meaning of critical pedagogy.

This illusion hampered its implementation and uses in real classroom situations and resulted in perpetuation of the traditional oppressive practices instead of emancipatory and transformative intentions and aims of this trend in education. Given this reality, there exists some rationale for exploring various scholastic definitions of critical pedagogy as a means to examine the ways in which self identifies critical pedagogues engage in their school practice.

The broad definition of critical pedagogy is that it is a transformation-based approach to education. Critical pedagogy is defined in different names such as critical work, transformative pedagogy, participatory approach, emancipatory literacy, critical education, pedagogies of resistance, laboratory teaching, radical pedagogy, post-modern pedagogy, border pedagogy, and pedagogies of possibility.

Teaching under the Critical Pedagogy paradigm is always politically engaging, and not neutral as in critical thinking, because Critical Pedagogy aims to lead to social change. Ira Shor (1993) defines critical pedagogy as: “Habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse”.

This definition touches the issue of hidden curriculum in critical pedagogy. McLaren defines critical pedagogy as follows: Critical pedagogy is a way of thinking about, negotiating, and transforming the relationship among classroom teaching, the production of knowledge, the institutional structure of the school, and the social and material relations of the wider community,



society, and, nation state McLaren, 1998, p.45). Both specific definitions seem to signal that critical pedagogy is related to habit of thought and a way of thinking.

In McKernan (2013) we read

Critical pedagogy is a movement involving relationships of teaching and learning so that students gain a critical self-consciousness and social awareness and take appropriate action against oppressive forces. This idea is central to Freire's notion of "conscientization" or the coming to personal critical consciousness. According to Herbert Marcuse, a major figure in the Frankfurt school, that there could be no qualitative social change, no socialism, is possible without the emergence of a new rationality and sensibility in the individuals themselves: no radical social change without a radical change of the individual agents of change (Marcuse, 1972). Generally, critical pedagogy can be understood as a teaching approach outlined in reaction to pedagogy of the oppressed which attempts to help learners question and challenge domination, and belief and practices that dominate them and it is learning beyond the formal literacy exclusively focusing on how a learner takes part in ensuring justice and democracy to transform himself then his society.

### Review Major Concepts in Critical Pedagogy

The major concepts to be discussed under critical pedagogy includes the problem posing pedagogy, dialogism, teacher and students' role in critical pedagogy, praxis as reflection on the world in critical pedagogy, educational implication of critical pedagogy and critics existing regarding critical pedagogy.

### Dialogic Problem-Posing Approach (A Critical Pedagogy to Education)

To alleviate the "dehumanization" produced by the banking concept, Freire introduces what is deemed as "problem-posing education". In this approach the roles of students and teachers become less structured, and both engage in acts of dialogic enrichment to effectively ascertain knowledge from each other. Freire's (1970) problem-posing model of education endeavored for empowerment as a goal of education and he criticized the traditional education assumes learners as empty agents who receive knowledge from teachers.

### *Critical Pedagogy: A Review*

Fundamental aspect of critical pedagogy is to overcome discouraging life situations by raising awareness of the power relations embedded in society. According to Freire, "Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other" (244). In problem-posing education, people develop their power to perceive critically *the way they exist* in the world *with which* and *in which* they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation. Although the dialectical relations of women and men with the world exist independently of how these relations are perceived (or whether or not they are perceived at all), it is also true that the form of action they adopt is to a large extent a function of how they perceive themselves in the world.

Hence, the teacher-student and the students-teachers reflect simultaneously on themselves and the world without dichotomizing this reflection from action, and thus establish an authentic form of thought and action (Freire, 1970). In problem posing approach learner address the context of their problem to be discussed on and solved by the class. The main principle of his approach is to present knowledge problematically in a problem-posing dialogue which offers more opportunities for students to participate actively and to reflect critically. To do this, Freire utilizes students' prior knowledge and daily life experiences to empower them to construct their own knowledge. This model of teaching would ensure students' active participation and would enable both teachers and students developing their critical attitude (Freire, 1974). Moreover, it stimulates students' creativity and triggers their curiosity which could be only triggered by an approach of questions, not of answers.

The best way to maintain reflective and meaningful communication inside classrooms is problematizing knowledge. Problematization is a dialectic process characterized by true and equal engagement of all participants. However, mutual respect and understanding, confidence, willingness to take risks, cooperation are essential conditions for the communication act to be successful (Freire, 1972). The problem posing methodology comprises three interrelated stages: listening stage, 'codifying' and reflect critically stage, and acting 'decodifying' stage. In stage one 'generating themes', the teacher poses a problem derived from students' own context and encourages them to put forward their ideas freely.

This is a continuous stage of listening as new ideas may emerge during the discussion. As organization is a main feature of the dialogue, the issues

emerged in stage one, are 'codified' in stage two ('codifying' and reflect critically stage). These 'codifications' represent familiar local situations and presented as challenges to be decoded by the group. Students are encouraged to reflect critically on these 'codes' depending on their prior experience and knowledge. Students' prior knowledge is used to enrich the discussion and as an instrument for acquiring new knowledge. Relating students' prior knowledge and experience with the new knowledge and experience is an essential technique in this stage. By critically reflect on their realities as presented in these codifications, students' critical awareness of problems existing in their context is enhanced.

This awareness will lead the group to a more critical consciousness. By collaborating with their teacher, students can discover the dangers existing in their context in the 'recodification' stage, the final stage. Then, all the possibilities of how these problems can be addressed will be put forward and the debate will be extended. The solutions proposed lead to more discussion and encouraged more criticism. (The more engaged with their context students are, the more increasing possibilities about achieving their critical consciousness they become). As they participate in all the stages (listening, 'codifying' and reflect critically, acting 'decodifying') of addressing their problems, students will feel empowered, and thus, become more responsible (Freire, 1974).

## The Concept of Dialogism

Critical Pedagogy involves *reading the world* as well as *reading the word* (Freire & Macedo, 1987). Giroux (1997) maintains that with the help of a critical, oppositional, and theoretical language, teachers can move toward a discourse by which they seek educational criticism. But there is a need for some sort of dialogue through which meaning, reality and experience is negotiated if the aim is a laboratory one. Freire's (1985) classification considers context of dialogue and context of fact, which he believes are necessary for learning to take place.

He also believes that by dialogue education becomes pedagogy of knowing because authentic dialogue engages teachers and students in a relationship where one knowing subject is encountered with another knowing subject. In a dialogic classroom, teachers are supposed to listen to their students and learn about their problems that are important within their communities and ask questions that raise students' understanding of these problems from a societal perspective and then finding ways to take political

### *Critical Pedagogy: A Review*

actions to solve them (Degener, 2001). In Shor's (1992) opinion, dialogue must balance teacher authority with student input. There should be an environment of equality for dialogue to be liberating.

In a true dialogical relation there is equal opportunity for all members to speak, everyone respects another's right to speak and all ideas are tolerated (Robertson, 1994). Robertson goes on to say that via dialogue the teacher empowers students and gives them voice, which ends students' oppression, and enables them to decode the hidden codes and power relations and to reconstruct reality. There is a mutual acceptance and trust between the teacher and students (Heaney, 1995). It is through this dialogue, namely, reflecting on what one knows and what one does not know that one can take critical actions to transform and change reality (Kessing-Styles, 2003). This emphasis on dialogical relations as the center of any educational experience is also recognized in the fact that it is via communication that the meaning of human life is transferred (Kessing-Styles, 2003).

### Teacher and Students Role in Critical Pedagogy

Teacher and students have balanced and parallel role in critical pedagogy unlike other instructional approaches. The critical pedagogy class assumes the student-teacher and teacher- student relationship in the classroom. Contrary to the traditional pedagogy, a teacher in critical pedagogy is both a learner and a teacher and he/she does not transmit or deposit knowledge to the learners but facilitate the invention and re-invention of knowledge in the classroom. In Freire's approach, the teacher is no longer an information giver, but a co-communicator actor with students in the dialogue. The teacher and students share the responsibility of managing and directing the learning process. The teacher should employ his/her authority to encourage students' participation, criticism and thinking, not to impose ideas upon them.

As Freire (1970) put it, the teacher's authority in this process serves students' freedom, not against it. The role of the teacher in Freire's approach is important as it aims to make students autonomous learners. He should help students achieve their critical consciousness by engaging them in problem-posing dialogues. However, teachers should be aware that only dialogue that requires critical thinking is capable of generating critical thinking. To Freire (1985:89) 'concretization' is a basic dimension of reflective action which should "continue whenever and wherever the transformed reality assumes a new face". They should be aware also that the dialogue is not to invade, or to

manipulate, but to exchange thoughts with students on equal rights of accepting, criticizing or rejecting all or some of these ideas.

Teachers in this approach are viewed as problem posers. As a pioneer to this approach Dewey (1963) believes that, learning through problem solving and practical application leads students to take a more active role in determining their experiences and positions within society. Kincheloe and McLaren (1994) maintain that teacher must empower his or her students by raising their awareness of reproducing process of an inequitable status quo in schooling and offer societal institutions. So, teachers, in Giroux's terms, are *Transformative Intellectuals* who have the knowledge and skill to critique and transform existing inequalities in society (Sadeghi, 2008).

They also help students learn from each other and to theorize and understand how to question the authoritarian power of the classroom. According to Paulo Freire (1998), classroom experiences, with the help of the teachers, should become situations in which students are encouraged to act as active agents in their own education and to develop a critical consciousness that helps them evaluate the validity, fairness, and authority within their educational and living situations. He goes on to say that "teaching that does not emerge from the experience of learning cannot be learned by anyone" (p. 30). He suggests that a critical teacher should be able to elicit student opinions about program structure and curriculum, to set up a classroom that is involved in dialogic interaction, and to find a way when class discussions are obstructed.

Teachers have also a critically reflective role, that is to say, for producing an open and equal environment, they must engage in deep self-reflection about their position and the effects of their authority in the classroom. According to Crabtree and Sapp (2004), self-reflection is "the form of questioning one's motives, purpose, ideology, and pedagogy as informed by theory and habit" (P. 110). Self-reflection enables teachers to make their classes *student-centered* by accepting unsuccessful educational ideas and oppressive forms in their own educational practices (Higgins, 1996). Degener (2001), states that a critical educator helps students to understand the reasons behind the facts.

As Horton and Freire (1990) believe, a teacher in CP has to be an authority on her/his subject matter but at the same time should be open to relating what he knows through interaction with students. Teachers in CP communicate with students about the society and culture to help them reflect critically on various aspects of the culture they are studying about and preparing to enter into. This way, students through reflection can determine

### *Critical Pedagogy: A Review*

the necessary types of action that they should take in order to improve the life conditions of the oppressed groups (Ohara et al., 2000). Students and teachers should engage in questioning knowledge but it is the teacher who helps the students to identify how to move forward critically in their practice (Kessing-Styles, 2003).

Teachers should challenge the current structure by rejecting long standing cultural expectations and mores of their own and the system, additionally, they must give up much of the power which is given to them through their titles (Foley, 2007). Critical educators are concerned about emancipatory knowledge that helps students understand how relations of power and privilege distort and manipulate social relationships and help oppressed students by identifying with them. In critical pedagogy, learners are not recipients of knowledge rather they become creators. Freire also confirms that “no one teaches another, nor is anyone self- taught, men teach each other, mediated by the teacher” (p. 67).

Guthrie goes on to say that teachers are in a hierarchical position above the students with regard to the existing knowledge and institutional authority. However, Dheram (2007) suggests that both students and teachers should act like awareness raising critiques who aim at identifying positive and negative aspects of education. He believes that by turning verbal and nonverbal means of education into effective instruments of self-affirmation, students and teachers will understand their roles as subjects of research and agents of change.

### **The Concept of Praxis as Reflection on the World in Critical Pedagogy**

The purpose of the educator and the educated, the leader and the followers in a dialogue between equal partners is called praxis (Gur-Ze'ev, 1998). It is defined as the self-creative activity through which we make the world. The requirements of praxis are theory both relevant to the world and nurtured by actions in it, and an action component in its own theorizing process that grows out of practical and political grounding. In education praxis aims at bridging the gap between theory and transformational action. That is, praxis connects education which is laboratory with social transformation (Boyce, 1996).

Praxis for Freire is both reflection and action, both interpretation and change. As he puts it, “Critical consciousness is brought about not through intellectual effort alone but through praxis through the authentic union of

action and reflection” (Freire, 1970). Boyce (1996) also asserts that learners equipped with praxis are well prepared to participate in collective actions. Praxis is critical reflection and action the purpose of which is to implement a range of educational practices and processes with the goal of creating not only a better learning environment but also a better world (Kessing-Styles, 2003). Admitting the importance and the effects of praxis Sadeghi (2008) maintains that only through dialogical process, the practice of praxis is likely to happen.

## Educational Implication of Critical Pedagogy

Education in Critical Pedagogy tries to have transformational effects on learners. This approach aims at changing the point of view of people through which they are used to look at different social problems. This approach can enable EFL learners to develop their speaking skills by focusing on their real-life problems and at the same time to understand and diagnose their own problems. This way, they can be motivated to speak more and more since they are living with their problems and talking about authentic issues gives students insights to the nature, origin, and possible solutions to their problems. The application of this approach can make teaching sessions more enjoyable by focusing on what the students really need to talk about, letting them discuss their issues of interest, helping students to move forward critically and consequently enabling students to change the structure of their society.

One of Freire’s major contribution was a discussion about critical consciousness, a consciousness beyond understanding which leads to action (Freire, 1970). Freire worked to transform teaching and learning from the limited concept of transmitting information to engaging in the project of completing one’s identity and meaning in a world that needs to be made more equitable, humane, and just. According to Freire, pre-service preparation should involve future teachers in dialogues. Critical theories and pedagogy, in turn, provide a useful framework for uncovering power relationships between standard forms and many other forms that are used by individuals, families, schools, and work places, in order to examine the combined form and function and its impact on interaction and learning.

## Critics on Critical Pedagogy

One of the major criticisms is that it is mainly focusing on a macro level system critic than engaging in an action at a micro level in a classroom

### *Critical Pedagogy: A Review*

reality (McArthur, 2010). Another point considered as a weakness, is that it is more engaged in critic than creating a “substantive vision” (Giroux, 2005). The critic extends even further, that critical pedagogy more than criticizing the existing system, for not “Having model towards which schools aspire”. It is also criticized for being “...excessively abstract and too far removed from everyday life of school” (Giroux, 2005, p.110).

Obviously, Gore (1992) is concerned about the realities for teachers and the tendency of some critical pedagogues to construct abstracted theories that lack applicability. The purpose of this same criticism is the notions of empowerment, a central concept in critical pedagogy. These too have been characterized by abstract theories which impose a requirement on teachers to do the work of empowering, to be the agents of empowerment, without providing much in the way of concrete guidance for that work. Implementing Freire’s balanced approach in education seems interesting and practical. However, the difficulty of integrating freedom and authority on honest ethical standards is still problematic. For example, the extent of limitation to be practiced on freedom is still not clear. Others might argue that once freedom is limited, it becomes meaningless.

Another issue is the tendency of those in power obtained from their authority to dominate others. Such a tendency might lead students, if given the authority, to violate school regulations which are necessary for organization and discipline as a practice of freedom. Teachers also may not accept handing over the authority they used to enjoy easily. Despite the belief in the practicality of Freire’s approach for teaching and learning, clear understanding of the concept of ‘democratic education’ need to be conceptualized by all involved in the learning process to ensure correct and effective implementation of this approach.

Conceptions of freedom and authority need to be clearly understood in terms of their relation with learner’s autonomy. As our schools can be either places for humanizing or dehumanizing students, places for either liberating or dominating students, let us all work together to make schools places for democracy, freedom and authority. Let us all seek an educational approach which generates active, critical and responsible citizens who believe in their capacities to consciously participate in introducing changes into their societies and in learning independently.



## Conclusion

After reviewing major concepts about critical pedagogy, the following conclusions were drawn. Critical pedagogy had its basis from critical theory and founded by Paulo Freire in reaction to the traditional knowledge transmission approach: the banking concept which was a vehicle for the oppressing pedagogies. The dialogic problem posing pedagogy can have a significant implication in education to reduce marginalized learners if incorporated into any type of teaching methods although it could be difficult to implement fully all the assertions of the critical pedagogy in the unjust and undemocratic society.

Critical pedagogy views reality as continuously changing and in progress and knowledge uncompleted thus education be an ongoing and transcending activity which is constantly remade in praxis. The attempt of critical pedagogy to substantiate indigenous knowledge (free from western colonies) can enhance the development of organic intellectuals who can transform the society that can ensure democracy and justice.

With regard to ELT proponents of critical approaches to second language teaching are interested in relationship between language learning and social change. From this standpoint, language is not simply a means to express or communicate; instead, it is a product that is constructed by the way's language learners recognize themselves, their social surroundings, their histories, and their potentialities for the future. In actual fact as Morgan represents, "politically engaged critiques of power in everyday life, communities, and institutions" are exactly what are needed to develop critical pedagogies in language education.

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## Social Intelligence and Social Maturity of IX Standard School Students in Thuckalay Educational District

J. IENSTIN JOSE

*M.Ed. Scholar, Immanuel Arasar College of Education,  
Nattalam, Marthandam.*

U.V. AJITHA KUMARI

*Assistant Professor in Education, Immanuel Arasar College of Education, Nattalam.*

*In our day to day conversation we often comment that a particular child or individual is very intelligent or possesses more or less intelligence. Social intelligence describes the exclusively capacity to use very large brains to effectively navigate and negotiate complex social relationship and environments. Social maturity is the process of appropriate attitudes for personal, interpersonal and social adequacies of an individual which are essential for functioning effectively in the society. This study examines the social intelligence and social maturity of IX standard school students in Thuckalay educational district. Survey research was conducted on 250IX standard school students. Results shows that a positive correlation was found between social intelligence and social maturity of IX standard school students.*

**Keywords:** Social Intelligence, Social Maturity, Students and Study.

### Introduction

Education plays an important role in enabling a person to face a real life situation with adequate knowledge. Without sound values, good habits and strict self-discipline, even the most gifted child cannot blossom into a good achiever. Without getting themselves inculcated with proper values, mere academic achievements would amount to accumulation of degrees/diplomas which will be a cold comfort on a wintery night (Shastry, 2003). Only the educated are free in mind and body. People who do not recognize a palpable

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### *Social Intelligence and Social Maturity*

absurdity are very much in the Knowledge, awareness, skills, attitude, wisdom will stand anyone in good stead (Ramesh, 2010) way of civilization. Natural abilities are like plants that need pruning by study.

Through education, one gains knowledge and broadens his horizon. Education is the total development of the personality. In this sense, education consists of all those experiences which affect the individual from birth till death. In this way, education is a lifelong process of growth and development (Saxena, 2007). According to Gandhi, education means the all-round drawing out of the best in child and man – body, mind and soul.

### Need and Significance of the Study

Intelligence is the use of intellectual abilities for handling a situation. Socially intelligent person may easily understand human relations. Social intelligence includes an awareness of situations and governs them with a knowledge that can help ones to achieve his/her objective to dealing with others. Social intelligence is the ability to manage wisely in human relations.

Social maturity is the capacity that permits every individual to interact, maintain relationship and develop a social understanding in such a way that they can behave in a matured manner. Social maturity determines the capacity of an individual to establish relationship with their friends, neighbours, relatives and social members. In this modern world the tendency to be the part of the society and maintaining the relationship in the proper manner would be contributing to the maximum to the personal as well as for the professional accomplishments (Umek, 2008). Hence, studding about the social intelligence and social maturity would enhance the knowledge about the relationship between them as well as the ways and means to improve both the variables can be established for the benefit of the student community.

### Objectives of the Study

The objectives of the present study are:

- To find out whether there is any significant difference in social intelligence of high school students with respect to their gender.

- To find out whether there is any significant difference in social intelligence of high school students with respect to their type of school.
- To find out whether there is any significant difference in social maturity of high school students with respect to their gender.
- To find out whether there is any significant difference in social maturity of high school students with respect to their type of school
- To find out whether there is any significant relationship between social intelligence and social maturity of high school students.

## Hypotheses of the Study

Hypotheses of the present study are:

- There is no significant difference in social intelligence of high school students with respect to their gender.
- There is no significant difference in social intelligence of high school students with respect to their type of school.
- There is no significant difference in social maturity of high school students with respect to their gender.
- There is no significant difference in social maturity of high school students with respect to their type of school.
- There is no significant relationship between social intelligence and social maturity of high school students.

## Method Used for the Present Study

Among of the various methods of research, the investigator plans to adopt Survey method in view of objectives of the study.

## Population of the study

Population means the aggregate or the totality of objects or individuals, regarding which inferences are to be made in a sampling study. It means all those people or documents that are proposed to be conveyed under the scheme of study. The population for the present study consisted of all the students studying in high schools of Thuckalay educational district.

## *Social Intelligence and Social Maturity*

### Sample used for the study

“A sample is a representative group of people chosen from a larger population”. A sample, by contrast, is a subset of the population. The sample for the present study consisted of a representative of 250 students in IX standard from various schools of Thuckalay educational district. For selecting the students, the investigator used simple random sampling method

### Description of the Tool & Data Collection

Social Intelligence Scale consists of 21 items of five-point scale type statements seeking the School student's response. Social Maturity Scale consists of 33 items of five point scale type statements seeking the School student's response. For the purpose of collecting data the investigator has selected 10 schools in Thuckalay Educational District.

### Analysis of Data

#### Hypothesis 1

Comparison of Social Intelligence of IX Standard High School Students with Respect to Their Gender.

The two groups of subjects namely the male and female, have been subjected for the study as per the analysis given in the table 1.

Mean, standard deviation, t-value and p-value of social intelligence scores of male and female ix standard students

Table - 1

|                     | Gender | N   | Mean  | Std. Deviation | t-value | p-value | Remarks |
|---------------------|--------|-----|-------|----------------|---------|---------|---------|
| Social Intelligence | Male   | 146 | 72.01 | 12.529         | 0.475   | 0.081   | N.S     |
|                     | Female | 104 | 71.35 | 8.237          |         |         |         |

From the table, it is clear that the P-value is greater than 0.05 level of significance. Hence the Null Hypothesis is accepted. It shows that there is no

significant difference in the social intelligence of IX standard high school students with respect to their gender.

## Hypothesis 2

Comparison of social intelligence of ix standard high school students with respect to their type of the school.

They are three groups of subjects namely as Government, Aided and Private, have been subjected for the study as per the analysis given in the table 2.

Mean standard deviation, f-value and p-value of social intelligence scores with respect to their type of the school.

Table - 2

|                     | Type of school | N  | Mean  | Std. Deviation | f-value | p-value | Remarks |
|---------------------|----------------|----|-------|----------------|---------|---------|---------|
| Social Intelligence | Government     | 72 | 77.51 | 14.095         | 16.254  | 0.000   | S       |
|                     | Aided          | 80 | 68.63 | 9.453          |         |         |         |
|                     | Private        | 98 | 70.03 | 7.284          |         |         |         |

It is inferred from the above table that there is a significant difference in social intelligence of Government, Aided and Private IX Standard High School students, since the p value is less than 0.05.

Results of Scheff's Procedure

| Type of school | N  | Pair   | P (Scheffe) | Level of significance |
|----------------|----|--------|-------------|-----------------------|
| Government (A) | 72 | A vs B | 0.000       | S                     |
| Aided (B)      | 80 | B vs C | 0.000       | S                     |
| Private (C)    | 98 | A vs C | 0.665       | N.S                   |

From the table it is clear that there is a significance difference between the pairs private and aided (A vs B) and aided and government (B vs C) in their social intelligence. The other pair private and government (A vs C) defers no significant difference between social intelligence.

### *Social Intelligence and Social Maturity*

#### Hypothesis 3

Comparison of Social Maturity of IX Standard High School Students with Respect to their Gender.

The two groups of subjects namely the male and female, have been subjected for the study as per the analysis given in the table 3.

Mean, Standard Deviation, T-Value and P-Value of Social Intelligence Scores with Respect to their Gender

Table - 3

|                 | Gender | N   | Mean   | Std. Deviation | t-value | p - value | Remarks |
|-----------------|--------|-----|--------|----------------|---------|-----------|---------|
| Social Maturity | Male   | 146 | 114.82 | 11.732         | -0.963  | 0.120     | N.S     |
|                 | Female | 104 | 119.66 | 59.285         |         |           |         |

From the table, it is clear that the P-value is greater than 0.05 level of significance. Hence the Null Hypothesis is accepted. It shows that there is no significant difference in social maturity of IX standard high school students with respect to their gender.

#### Hypothesis 4

Comparison of Social Maturity of IX Standard High School Students with Respect to their Type of School.

They are three groups of subjects namely as Government, Aided and Private, have been subjected for the study as per the analysis given in the table 4.

Mean, standard deviation, t-value and p-value of social intelligence scores with respect to their type of school



Table - 4

|                 | Type of school | N  | Mean   | Std. Deviation | f-value | p-value | Remarks |
|-----------------|----------------|----|--------|----------------|---------|---------|---------|
| Social Maturity | Government     | 72 | 118.28 | 12.273         | 0.501   | 0.606   | N.S     |
|                 | Aided          | 80 | 113.21 | 11.743         |         |         |         |
|                 | Private        | 98 | 118.72 | 60.943         |         |         |         |

From the table, it is clear that the P-value is greater than 0.05 level of significance. Hence the Null Hypothesis is accepted. It shows that there is no significant difference in social maturity of IX standard high school students with respect to their Type of the School.

### Hypothesis 5

Relationship between Social Intelligence and Social Maturity of IX Standard High School Students

There is no significant relationship between social intelligence and social maturity of IX Standard High School students.

Table - 5

| Variable                                | N   | Calculated 'r' value | p value | Remarks |
|-----------------------------------------|-----|----------------------|---------|---------|
| Social Intelligence and Social Maturity | 250 | 0.168                | 0.008   | S       |

### *Social Intelligence and Social Maturity*

It is inferred from the above table that the p value is less than 0.05. Hence the null hypothesis is rejected. Thus, there is a significant relationship between social intelligence and social maturity of IX Standard High School students.

### Finding

- There is no significant difference in social intelligence of IX Standard school students with respect to their gender.
- There is significant difference in social intelligence of IX Standard school students with respect to their type of school.
- There is no significant difference in social maturity of IX Standard school students with respect to their gender.
- There is no significant difference in social maturity of IX Standard school students with respect to their type of school.
- There is exist significant positive correlation between social intelligence and social maturity of IX standard school students.

### Interpretation of the Study

This may be due to the fact that the present student community that they are well in their studies and various education related activities so as scoring very high scores in examinations whereas they are very poor to interact with human beings especially in the public society. Hence, the teachers of the schools should think of introducing various activities here and there in between syllabus related teaching learning process in order to enhance the level of social intelligence and social maturity of students.

No significant difference was found in the social intelligence of school students between male and female, rural and urban, father and mother occupation, father educational qualification, religion and community. It can be implied that male and female, rural and urban father and mother occupation, father educational qualification, religion and community, have no significant impact on the social intelligence of IX standard school students.

No significant difference was found in the social maturity of school students between male and female, rural and urban, type of school, father and mother occupation, father and mother educational qualification, religion and community. It can be implied that male and female, rural and urban, type of school, father and mother occupation, father and mother educational

qualification religion and community, have no significant impact on the and social maturity of IX standard school students.

There is significant association of school students between type of school and mother's occupation of social intelligence. It can be implied that type of school, mother educational qualification, have significant impact on the social intelligence of IX standard school students.

Relationship analysis of data clearly revealed that there is significant positive correlation exist between the social intelligence and social maturity of IX standard school students. It reflected that social intelligence and social maturity are the part of our behaviour and confined to one part of life as dealing with the society and others.

## Educational Implication

From the findings of the study, following implications are proposed by the researcher.

- Awareness should be spread among the students about the importance of social intelligence and social maturity and its influence on the successful and happier life.
- Various group activities such as camps, clubs etc., can be used to develop the interpersonal skills which may directly contribute to the development of social intelligence and social maturity.
- School activities should involve with possibly as high as dealings with real life situations and conflicting situations which can help to improve their social maturity.
- The school curriculum can be enriched with various direct interactions to the society and extension activities.
- Group activities can be given to the maximum for students which may help to the maximum in the promotion of social intelligence and social maturity.
- Chances can be given to the maximum to deal with the real life experiences and the happenings of life to improve social intelligence and social maturity.
- Camps and various programs may be organized in schools that are the sources to improve their social mat social intelligence and social maturity.

### *Social Intelligence and Social Maturity*

- The family members also should provide chances to their wards to interact and involve in various social programs to improve their social maturity.
- Encourage physical exercise, yoga and meditation; it will relieve the uptight feeling caused by the stress.
- Interacting with many new persons and situation improve social intelligence and social maturity.
- Take care of everything in our life.
- Participate in more co-curricular activities.
- Encourage group activities and team spirit for the development of social intelligence.

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# Metacognition and Creative Thinking of High School Students

ANITHA KUMARI. B

*M.Ed., scholar, Immanuel Arasar College of Education, Nattalam, Marthandam, Kanyakumari District.*

JEBJA JANNET MARY

*Assistant Professor, Immanuel Arasar College of Education, Nattalam, Marthandam, Kanyakumari District.*

*The current study aimed to identify the Meta cognition and creative thinking among high school students. The sample of the study consisted of 300 high school students. Creativity scale (CS) was developed to collect data. Susan Barkman and Krisana Machtmes tool was modified suitably for the study of problem-solving skills. Data were analyzed by using product moment correlation, t-test and ANOVA test. The results of the study revealed that creativity and problem-solving skills are not significantly correlated to each other. Significant difference was found between Male and Female students in their creativity and problem-solving skills.*

**Keywords:** Creative Thinking, Students, Learning and Metacognition.

## Introduction

"Metacognition" is one of the latest buzz words in educational psychology, but what exactly is metacognition? The length and abstract nature of the word makes it sound intimidating, yet it's not as daunting a concept as it might seem. We engage in metacognitive activities every day. Metacognition enables us to be successful learners, and has been associated with intelligence (e.g., Borkowski, Carr, & Pressley, 1987; Sternberg, 1984, 1986a, 1986b).

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## *Metacognition and Creative Thinking*

Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control.

Most people associate creativity with the arts like writing a novel, painting a picture, or composing music. These are all creative endeavors, but not all creative thinkers are artists. Indeed, many jobs require a lot of creative thinking, despite having nothing to do with the arts. Creativity simply means being able to come up with something new. If you can do that, not only can you enrich your own personal life, but you'll have an advantage in whatever field you enter.

### Statement of the Problem

Present investigation is designed to study how far metacognition and creativity of the high school students influence their orientation. Therefore, the study is entitled as “metacognition and creative thinking of high school students.”

### Need and significance of the study

Education upgrades one's knowledge which helps people to solve their problems. Metacognition helps to perform many cognitive tasks more effectively. According to the report of the Education Commission (1964), “The destiny of a nation is being shaped in the classroom.” Those who are having metacognitive ability can realize their own strength and weakness. The present study stresses on the awareness of metacognition and how it helps in creativity. Creativity increase intelligence, thinking ability and various other skills. Research is needed to describe and explain spontaneous developmental acquisitions in this area and to identify creativity. Students are quite limited in their knowledge about Metacognition and creativity. This study reveals to identify heterogeneous group of student's creativity and metacognition.

### Objective of the Study

- To find out the significant difference of metacognition of high school students with regard to gender.
- To find out the significant difference of creative thinking of high school students with regard to gender.
- To find out the significant difference of metacognition of high school students with regard locality.
- To find out the significant difference of creative thinking of high school students with regard to locality.

### Hypotheses Framed

The following are the major hypotheses framed for the present investigations.

- There is no significant difference in the metacognition with regard to high school student's gender.
- There is no significant difference in the creative thinking with regard to high school student's gender
- There is no significant difference in the metacognition with regard to high school student's locality.
- There is no significant difference in the creative thinking with regard to high school student's locality.

### Tools used in the Present Study

The present study aims at studying the metacognition and creativity of high school students in Kanyakumari District. For collecting data required for the study of the problem one may have to use various scientific devices for gathering facts related to the study. These devices are called tools. The selection of suitable tool is a necessary condition for any successful research. The investigator depending on the nature of the study used the following tools for data collection.

- Personal Data Sheet
- Metacognition Inventory (Constructed and validated by R. Sopha, 2015)

### *Metacognition and Creative Thinking*

- Creative Thinking Test (Modified version of Wallach-Kogan creative thinking test)

### Personal Data Sheet

The personal data sheet is prepared to collect data regarding variables such as Name of the student, Name of the School, Gender, Locality, Type of Management, Medium of instruction, and Type of family.

### Metacognition Inventory

For measuring Metacognition of high school students, a metacognition inventory was used. (Constructed and validated was by R. Sopha, 2015). The questions of the test are simple and seeking responses in the form of 'Not at all', 'Some times' and 'Always'. A high score of the test indicates the high level of Metacognition of high school students and low scores of the test indicates low level of Metacognition of high school students. The test contains 24 items.

### Creativity Test

The creativity test is given to the subject. The subject is asked to go through the instructions of different verbal and non-verbal tests like instances, alternate uses, similarities, pattern meaning and line meaning. The time limit is respond for verbal subtest is three minutes and the time limit for the two non-verbal tests is thirty seconds for each card. After the subject responds all the subtests the number of responses is determined. For each subtests there are separate instructions. The subjects are to go through these instructions and respond accordingly. For each meaningful response one mark is assigned. The mean scores for three verbal tests are determined by adding the scores of the three tests and dividing the total by 16. The mean scores for the non-verbal tests are determined by adding the scores of two sets and dividing it by 12.

### Sample

The Sample for the present study consists of 300 high school students studying in different schools in Kanyakumari District during the academic year 2016-2017. The investigator has adopted stratified random sampling technique.



### *Anitha and Jeba*

While selecting the subject's due representations were given to factors such as Gender, Locality, Type of school, Type of family, age, religion, birth order, father qualification, mother qualification, income, mother occupation and father occupation.

### Statistical Techniques Used

For the study the investigator used the following statistical techniques

- Percentage
- Mean
- Standard Deviation
- t -test
- Person product moment method of correlation co-efficient
- ANOVA

### Hypothesis -1

There is no significant difference in the mean scores of metacognitions with regard to high school students based on gender.

Table N0 - 1  
Metacognition of High School Students Based on Gender

| Gender | No  | Mean  | SD    | t-value | p-value | Remark |
|--------|-----|-------|-------|---------|---------|--------|
| Boys   | 160 | 54.13 | 4.630 | 2.909   | .089    | NS     |
| Girls  | 140 | 54.90 | 5.263 |         |         |        |

The calculated 't' value (t-2.909) 'p' value (p-.089) is at 0.05 level of significant. Therefore the null hypothesis is accepted. Hence there is no significant difference in the mean scores of metacognitions of high school students based on gender.

### Hypothesis -2

There is no significant association between creative thinking with record to students and their gender.

Table - 2  
Creative Thinking of Students and Their Gender

| Gender | N   | df   | Mean Square | t value | p value | Remark |
|--------|-----|------|-------------|---------|---------|--------|
| Boys   | 160 | .381 | 298         | .034    | -.662   | S      |
| Girls  | 140 | .381 | 291.233     |         |         |        |
| Total  |     |      |             |         |         |        |

The calculated 't' value (t-.034) 'p' value (p- -.662) is at 0.05 level of significant. Therefore the null hypothesis is rejected. Hence there is significant difference in the mean scores of creative thinking of high school students based on their gender.

### Hypothesis-3

There is no significant difference in the mean scores of metacognitions with record to high school students based on locality.

Table No - 3  
Metacognition of High School Students Based on Locality

| Locale | N   | Mean  | SD    | t-value | p-value | Remark |
|--------|-----|-------|-------|---------|---------|--------|
| Rural  | 204 | 54.26 | 5.063 | .037    | .848    | NS     |
| Urban  | 96  | 54.97 | 4.664 |         |         |        |

The calculated 't' value (t-0.37) 'p' value (p-.848) is at 0.05 level of significant. Therefore the null hypothesis is accepted. Hence there is no significant difference in the mean scores of metacognitions of high school students based on locality.

#### Hypothesis -4

There is no significant association between creative thinking with record to students and their locality.

Table - 4  
Creative Thinking of Students and their Locality

|     | Locality | N   | Mean  | Std.<br>Deviation | t<br>value | p<br>value | Remark |
|-----|----------|-----|-------|-------------------|------------|------------|--------|
| V15 | Rural    | 204 | 55.36 | 4.790             | .979       | .323       | NS     |
|     | Urban    | 96  | 57.03 | 5.180             |            |            |        |

The calculated 't' value (t-.979) 'p' value (p-.323) is at 0.05 level of significant. Therefore the null hypothesis is accepted. Hence there is no significant difference in the mean scores of metacognitions of high school students based on locality.

#### Findings

The findings emerged from the analysis of data collected are summarized below:

- The calculated 't' value (t-.034) 'p' value (p- -.662) is at 0.05 level of significant. Therefore, the null hypothesis is rejected. Hence there is significant difference in the mean scores of creative thinking of high school students based on their gender
- The calculated 't' value (t-.034) 'p' value (p- -.662) is at 0.05 level of significant. Therefore, the null hypothesis is rejected. Hence there is significant difference in the mean scores of creative thinking of high school students based on their gender.

### *Metacognition and Creative Thinking*

- There is significant difference in the mean scores of metacognitions of high school students based on locality. This finding is supported by the following results ( $p=.848$ , which is no significant at 0.05 level)
- There is significant difference in the mean scores of creative thinking of high school students based on locality. This finding is supported by the following results ( $p=0.323$ , which is no significant at 0.05 level).

### Conclusion

Metacognition refers to an awareness of our cognitive process like thinking and learning. It is synonyms with knowing about what we know. It extends beyond the mere awareness of cognitive process or activities to the deliberate and conscious control of these activities. Metacognition simply means an awareness of one's own thinking. It helps children to be conscious of what they know and can do. For attaining this they should be taught how to draw purposefully on what knowledge and to display it when working on problems. It means pupils should be encouraged to think actively about their thinking. Metacognition and creative thinking among high school students due to gender, locality, type of school, age, type of family, religion, birth order, father's qualification, mother's qualification, income, father's occupation and mother's occupation was determined by the collection of 300 samples of students by which the capability of high schools students was analyzed.

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# Life Skills and Self-Concept of Adolescents in Kuzhithurai Educational District

J. AUSHLIN JUSTINA

*M.Ed. Scholar, Immanuel Arasar College of Education,  
Nattalam, Marthandam.*

Dr. A. BEAULA

*Vice Principal, Immanuel Arasar College of Education,  
Nattalam, Marthandam.*

*The phase between 12 years and 18 years in human developments is commonly considered as the adolescent's period. It is a critical phase of development and is the transition period from childhood to adulthood. During adolescence the students have to develop certain life skills that will help them to grow into caring and responsible adults. Life skills help to boost self- concept of adolescents. The present study was conducted to assess the life skills and self-concept of adolescents studying in Kuzhithurai educational district. 200 students were selected randomly from 10 schools. Result shows that a negative correlation was found between life skills and self-concept of adolescents.*

**Keywords:** Education, Institution, Information, Power and Skills.

## Introduction

Education is a continuous and creative process. Its aim is to develop the capacities latent in human nature and to co-ordinate their expression for enrichment and progress of the society by equipping children with spiritual, moral and knowledge. Education is an ever-widening concept and is as old as the human race. Even since the dawn of civilization man directly or indirectly has been trying to educate him in order to meet the changing demands of life. Education is an effort of the senior people to transfer their knowledge to the younger members of society. It is thus an institution, which plays a vital role in

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integrating an individual with his society and in maintaining the perpetuation of culture.

Education is the process of facilitating learning or the acquisition of knowledge skills, values, beliefs and habits. Life Skills are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills. Cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself and interpersonal skills for communicating and interacting effectively with others.

Self-concept is the organized configuration as perception of the self which are admissible to awareness. It is a set of relatively stable self- attitude which is not only descriptive but also evaluate. The dimensions of self-concept taken into account are behaviour. It is the outward manifestation of the personality as viewed by the individual himself.

### Need and Significance of the Study

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. Adolescents is the stage of great stresses and strain. The children of this age are quite perplexed and worried about their somatic variations and sudden changes in their total appearance, behaviour and attitude of the others towards them. They have a self-concept in the adolescent's stage. Life skills would help the level of the self-concept of adolescents.

The self-concept plays a vital role and has vital significance in the existence and life of an individual. If a person understands and realizes himself in a right way, he develops positive self-concept and he turns into a star. If he does not understand and realize himself in a right way, he develops negative self-concept and turns into a waste. The self- arises and develops in a continuous context of social interaction and experience and in turn influences the same. Having thus analyzed the investigation has chosen the following topic as her field of investigation.

### *Life Skills and Self-Concept of Adolescents*

#### Objectives of the Study

- To find out whether there is any significant difference between the life skills of the adolescents with regard to Gender.
- To find out whether there is any significant difference between the life skills of the adolescents with regard to Medium.
- To find out whether there is any significant difference between the self-concept adolescents with regard to Gender.
- To find out whether there is any significant difference between the self-concept of the adolescents with regard to Medium.
- To find out whether there is any significant relationship between life skills and self-concept of adolescents.

#### Hypotheses of the Study

- There is no significant difference between Life Skills of the Adolescents with respect to their Gender.
- There is no significant difference between Life Skills of the Adolescents with respect to their Medium.
- There is no significant difference between Self-Concept of the Adolescents with respect to their Gender.
- There is no significant difference between Self-Concept of the Adolescents with respect to their Medium.
- There is no significant relation between Life Skills and Self-Concept of the Adolescents.

#### Method used for the Present Study

The investigator has used survey method to study the relationship between the Life Skills and Self-Concept of the Adolescents.

#### Population & Sample

The sample selected for the present study consists of 200 students from 9 higher secondary schools in Kuzhithurai Educational District.

## Description of the Tool & Data Collection

The difficulty level and discriminative power was calculated for each item. The difficulty index of good item is considered to be ideal so the difficult level of below and above the range is neglected. According to these three statements were deleted. The final self-concept scale consists of 63 statements. In order to find out the Life Skills Scale of Adolescents the investigator has used Life Skills Scale of Jacobs, Oliver &Gumede. It consists of 37 statements. The present Inventory is an attempt to measure quantitatively the Life Skills as perceived by the students.

## Analysis of data

H<sub>1</sub>: There is no significant difference between Life Skills of the Adolescents with respect to their Gender.

Table - 1  
Difference between Life Skills of the Adolescents with respect to their Gender

| Variables | Mean  | SD    | t-value | p-value | Remarks<br>5%Level |
|-----------|-------|-------|---------|---------|--------------------|
| Male      | 17.56 | 4.877 | 3.282   | 0.50    | NS                 |
| Female    | 19.71 | 4.300 |         |         |                    |

From the table 1, it is clear that the p-value (0.50) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses are accepted. It shows that there is no significant difference between Adolescents belonging to Gender in their Life Skills.



### *Life Skills and Self-Concept of Adolescents*

H2: There is no significant difference between Life Skills of the Adolescents with respect to their Medium.

Table - 2  
Difference between Life Skills of the Adolescents with respect to their Medium

| Variables | Mean  | SD    | t-value | p-value | Remarks<br>5%Level |
|-----------|-------|-------|---------|---------|--------------------|
| Tamil     | 18.53 | 4.186 | 0.142   | 0.60    | NS                 |
| English   | 18.63 | 5.257 |         |         |                    |

From the table 2, it is clear that the p-value (0.060) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses are accepted. It shows that there is no significant difference between Adolescents belonging to Medium in their Life Skills.

H3: There is no significant difference between Self-Concept of the Adolescents with respect to their Gender.

Table - 3  
Difference between Self-Concept of the Adolescents with respect to their Gender

| Variables | Mean   | SD    | t-value | p-value | Remarks<br>5%Level |
|-----------|--------|-------|---------|---------|--------------------|
| Male      | 137.36 | 9.094 | 2.741   | 0.337   | NS                 |
| Female    | 133.89 | 8.751 |         |         |                    |

From the table 3, it is clear that the p-value (0.337) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses are accepted. It shows that there is no significant difference between Self-Concept of the Adolescents with respect to their Male and Female.

H4: There is no significant difference between Self-Concept of the Adolescents with respect to their Medium.

Table - 4  
Difference between Self-Concept of the Adolescents with respect to their Medium

| Variables | Mean   | SD    | t-value | p-value | Remarks<br>5%Level |
|-----------|--------|-------|---------|---------|--------------------|
| Tamil     | 135.27 | 8.532 | -0.711  | 0.120   | NS                 |
| English   | 136.19 | 9.646 |         |         |                    |

From the table 4, it is clear that the p-value (0.120) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses are accepted. It shows that there is no significant difference between Self-Concept of the Adolescents with respect to their Tamil and English.

H5: There is significant relationship between Life Skills and Self-Concept of adolescents.

Table - 5  
Relationship between Life Skills and Self-Concept of Adolescents

| Variables      | Number | r      | Level of Significance |
|----------------|--------|--------|-----------------------|
| Life Skills    | 200    | -0.305 | 0.01 level            |
| Self - Concept |        |        |                       |

As it is shown in the table 5 Life Skills and Self-Concept of adolescents are negatively correlated and significant at 0.01 levels. The relationship between the variables may be described as “low”.

## *Life Skills and Self-Concept of Adolescents*

### Findings

- There is no significant difference between Life skills of the Adolescents with respect to their Gender.
- There is no significant difference between Life Skills of the Adolescents with respect to their Medium.
- There is no significant difference between Self -Concept of the Adolescents with respect to their Gender.
- There is no significant difference between Self-Concept of the Adolescents with respect to their Medium.
- There is no significant relationship between Life Skills and Self-Concept of Adolescents.

### Educational Implication

In the light of the findings of the present study the investigator offers the following implications.

- Parents and teachers must help the students to develop their Life Skills and self-concept.
- Focus on the student's strength and successes.
- Show them to have faith in their abilities.
- Provide them with experiences for success.
- Reflect their achievements in a positive experience that students possess it must be appreciated.
- No matter how small the achievement or positive experience that students possess must be appreciated.

### Conclusion

The child who is trained to think creatively not only finds himself as a better acquirer of knowledge but also as a better user and producer of new knowledge. If life skills and self-concept are not developed during the formative period of child's life he gets stunted and cannot then be properly developed at this stage. Therefore, the teacher should be very careful in selecting and giving the teaching learning process. His success as a teacher depends upon the suitability of learning process, which he selects to give to the students.

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# Positivism, Anti-Positivism and Neo-Gramscianism

SINDHU SHAJI

*PhD student in English, The University of Kerala, India.*

*“Theory is always for someone and for some purpose”, Robert W. Cox (1981) argues that all theories have their own perspectives and perspectives are derived from a position of time and space (Cox, 1981: 87). The study and research in the field of social science and political science have ranges of diversity in approaches, theories and methods across the dimension of time and space. This paper agrees with Cox argument that theory/approach has variety of purposes and there is no universal character which applicable to all contexts, rather, theory/approach is unique and has specific features depend on each school of thoughts. Therefore, the paper argues that there is no universal usage of theory and approach in the study of social and political science, nevertheless, theory and approach play the peculiar roles in each school of thought in the philosophy of social science. This paper begins with the investigation of the Positivism, one of the dominant approaches to the study of social science, and Non-Positivist schools of thought. Then, the essay attempts to offer the attractive example approach of contemporary political economy such as Neo-Gramscianism theory as an Anti-Positivism approach to political reality. Then, the last section is the summary of the paper.*

**Keywords:** Positivism, Anti-Positivism, Empiricism and Gramscian.

## Positivism Approach to Social Reality

Conducting research in social and political science can proceed in a number of methods depending on different approaches in the philosophy of

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### *Positivism, Anti-Positivism and Neo-Gramscianism*

social science. Positivism, one of the dominant approaches in social science, is the point of departure of this paper. This section will provide the basic meaning and characteristics of Positivism as an approach in social science, and then the next section is going to show other approaches which are non-Positivist tradition.

Positivism is a term with widely use in social science and philosophy. In general, it can be defined as an approach which applies scientific method of natural science to study human activity using objective enquiry and thereby presupposes the unity of the sciences (Hollis, 1994:41; Delanty, 2005: 10). Positivism entails the view that scientific knowledge can be positively verifiable and foundation of knowledge is built on the discovery of general laws (Delanty, 2005: 11).

Moreover, Marsh and Smith (2001: 529) argue that Positivism is obviously foundationalism, which is the idea believe that there is a real world out there and it is independent from agent's knowledge of it. Therefore, the essay can offer the main features of Positivism which are including, first, empiricism; second, scientific explanation; third, scientific method and the attempt to predict the case study (see Marsh and Smith, 2001: 529; Delanty, 2005: 11-12; Marsh and Furlong, 2002: 22-23).

### **Empiricism**

The first feature of Positivism approach to the study of social science is empiricism. This feature based on observation from five senses of human being (Hollis, 1994: 42). For Positivist the object which researcher needs to observe must verifiable and be operationalised by means of experimental method (Delanty, 2005: 11). The Positivism approach requires the objectivity rather than subjectivity in its methods of inquiry. Furthermore, in order to gain data when conducting research, the Positivist believes in value-free or value-neutral which separate the researcher's bias from the object which is observed (for neutrality in social science see Hollis, 1994: 202-223; Weber, 2003: 107-120; Taylor, 1973: 139-170).

### **Scientific explanation**

Pratt( 1978: 70) states that scientific explanation of Positivism must have three types of \ component which are, firstly, it must incorporate one or more general principles or laws; secondly, there must be some statement of a

*Sindhu Shaji*

particular fact(s) and thirdly, there must be a statement describing whatever it is that is being explained. The crucial thing from Pratt idea is Positivist attempts to explain social or political phenomena through the covering-law thesis. This means that researcher would begin their study with some theory and formulate the hypothesis to be proved from the fact or data which are derived from scientific methods. Moreover, Positivist usually considers the unit of their analysis at the agency level, especially the behaviour of human being in a specific case. They ignore the social structure which constraint social interaction among each people (see Pratt, 1978; Hay, 2002).

## Scientific Method

Positivism clearly that it is required the scientific inquiry to gain the fact or data in their social or political research. Experimental research design which researcher could control each variable similar to laboratory of natural science research is preferable for the Positivist. In addition, quantitative methods, for example, survey and formal model which derive mathematical and statistical calculation are important to Positivist analysis the causal relationship of social or political object (for quantitative methods see Silburgh, 2001: 125-152; Shiveley, 2009: Ch7-10). Moreover, one of the most distinctive features of Positivism approach is prediction. The approach aims to develop formal model or construct the experiment to predict the possibility and future direction of the selected object (see Dowding, 2001; King et.al., 1994; Hay, 2002: 37-45).

In short, Positivism has crucial functions for guiding the social and political researcher for gaining fact and data in order to test the hypothesis and predict the future possibility of the controlled case study. This approach is useful for the research that tend to find out the simple relationship between each unit of analysis, usually be an individual, without counting on the influence of social structure. On the contrary, for non-Positivism approaches to social and political phenomena they have different functions and goals from the Positivism which going to show the section below.

## Anti-Positivism: Considering Neo-Gramscianism Approach

Contrasting to the Positivism approach, Non-Positivism, such as Realism and Interpretive, does not believe in the absolute scientific mode of inquiry and explanation, rather, Realism and Interpretive approaches pay their

### *Positivism, Anti-Positivism and Neo-Gramscianism*

attention to the factors that Positivism tend to ignore, for instance, the social structure and value-led interpretive method. Realism, as Marsh and Smith (2001: 530) argue that it is different from Positivism for three important ways.

First, Realism emphasizes the important of structure including the social, economic and political structure. This approach considers the matter of social structure that might influence to human behaviours and social actions. However, Realism shares the idea with Positivism that there is the real world existing out there and observable. Second, Realism is based on the idea that there are deep structures which cannot be observed directly through the scientific methods as mentioned in the section above.

Rather, Realism believes that we should see at the structure of social relations rather than simply judge the conclusion as there are continuing causal relations like Positivism. Third, Realist sees the reality world as a socially constructed; therefore, it is impossible to detach value and bias from the researcher to the object that is observed (see Marsh and Furlong, 2002: 30-31).

Interpretive approach is another approach which contradicts to the Positivism. This approach rejects the notion that the real world exists independently of human knowledge, in the other word, the Interpretive is an anti-foundationalism approach.

According to the Interpretive approach, the clearly separation between objective and subjective is impossible. Moreover, the major consideration of the Interpretive are the discourses or traditions which establishing the interpretations and meanings attach to social and political phenomena (see Marsh and Furlong, 2002: 26).

At this stage, this paper attempts to offer one of the fascinating approaches to contemporary political economy as an anti-Positivism that is a Neo-Gramscianism approach. This approach is a critical international relations and international political economy approach which based on the political theories of Antonio Gramsci, Italian political theorist and journalist.

Gramscian approach to the study of social and political phenomena is widely use in various fields of study, for example, political theory, sociology, anthropology and philosophy. However, Neo-Gramscianism leading by Cox is special reference to the field of International Relations and International Political Economy (see various comments on Neo-Gramscianism e.g. Bieler et.al, 2006; Ayers, 2008; Buchanan, 2000; Davidson, 2008). Neo-Gramscianism is a critical perspective which combining between Gramsci's political theories



*Sindhu Shaji*

(see Gramsci, 1971) and Robert Cox's critical theory (see Cox, 1983). This essay considers the Neo-Gramscianism approach at this stage due to they are the distinctive example of anti-Positivism in the study of contemporary social science.

Neo-Gramscianism has three basic features including, firstly, this approach provides an ontological and epistemological foundation upon which to construct a non-deterministic grounded explanation of social change (Germain and Kenny, 1998: 5). Stephen Gill (1993) argues that a Neo-Gramscianism attempts to overcome the subject-object dualism at the centre idea of positivist social science. Gill suggests that Neo- Gramscianism is an ontological and epistemological critique of the empiricism which prevailing the study of social sciences (Germain and Kenny, 1998: 8).

Secondly, the Neo-Gramscianism approach against the Positivism as they attempt to consider the roles of social structure by offering the materialist conception of world order, the approach transcending the Realism approach even both are concentrates on the social structure as the influence factor contributes to human behaviour and social action.

Rather, Neo-Gramscianism sees the social structure in more details than the Realism. They employ Gramsci's concept of Hegemony, Historical Bloc and Civil Society to maintaining the dimension of power, social relations and the importance of history within the analytical framework (see Cox, 1983; Germain and Kenny; 1998).

Thirdly, concerning the methodology, the Neo-Gramscianism does not rely on the scientific mode of inquiries like the observation of human behaviour, nor basing on the statistical and mathematical analysis. In contrast, this critical approach to social and political phenomena tend to follow some ideas of the Interpretive approach by focusing on the "criticism" and "unravel" the complex social relations in contemporary international political economy.

Hence, the level of analysis of the Neo-Gramscianism is the supra individual which could be social forces, groups, classes, international organizations etc. In conclusion, this section provides the basic ideas about the non-Positivism such as Realism and anti-Positivism such as Interpretive and Neo-Gramscianism, in fact a kind of Realism, in order to give the contrast picture of some dominant approaches in the study of social and political science.

## Conclusion

This paper provides the different kind of approaches that grounded the philosophical thinking in doing research in social and political science. The author agrees with Cox's argument that "Theory is always for someone and for some purpose". The paper argues that there a number of approaches, theories and perspectives to employ as a theoretical tool in order to conduct social and political research. This is depending on the philosophical school of thoughts underline each researcher and the purpose for each research project.

As shown above, for Positivist research project, this kind of philosophical approach is suitable for the social and political research project which intend to find out the simple causal relationship of the individualistic unit of analysis. This kind of research needs scientific mode of inquiry to gain fact and data through assistance with the statistical and mathematical techniques and bias-free from the researcher.

On the contrary, Interpretive approach is useful for the normative research project which against the Positivistic mode of inquiry. This approach totally disagrees with the value/bias free notion of Positivism, rather, value judgment is always in the process of conducting research. Lastly, Realism and the selected example of contemporary political economy approach such as Neo-Gramscianism are attempt to transcending and overcoming the deterministic explanation of social phenomena of Positivism. Both approaches consider the social structure as an influence variable towards the behaviour of social actors.

However, the distinctive of Neo-Gramscianism is to go beyond the Realism via putting the dimension of power (through the concept of Hegemony), social relations (through the concept of Historical Bloc and State-Civil Society relationship), and history (through the concept of Historicism) into their criticism upon social and political change. Therefore, in order to conduct the research in social and political science, the researcher should be aware about the case selected to do the research, the philosophical background of there searcher, the methodology to be employed and the way of analyzing the data in order to gain the quality and validity of the research project.

Sindhu Shaji

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# Parental Involvement in Education

R.T. JEGATHEESWARI

*Assistant Professor, Department of English*

*Marthandam College of Engineering & Technology, Kuttakuzhi*

*This study examines the influence of parental involvement on the education. It describes that parental involvement in their children's learning positively affects the child's academic performance. Parental involvement provides a support network for children, which is particularly important when they face academic hurdles or other challenges with friendships or extra-curricular activities. As a result, children whose parents stay involved are more likely to have higher self-esteem, be disciplined, have more self-motivation and tend to achieve better grades, regardless of their ethnic, social or racial backgrounds.*

**Keywords:** Communication, Parent, Community, Barriers and Education.

## Introduction

Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. There are many problems concerned with involvement. Parent involvement includes several different forms of participation in education and schools. Parents can support their children's schooling by attending school functions and parent-teacher conferences. They can also involve in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modeling desired behavior such as reading for pleasure, monitoring homework, and actively tutoring their children at home. They can volunteer to help out with school activities or work in the classroom. Parental involvement is often seen as a cornerstone in a child's education.

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## Parent Involvement

Parent involvement can be defined as the active, ongoing participation of a parent or primary caregiver in the education of his or her child. Parents can demonstrate involvement at home-by reading with their children, helping with homework and discussing school events-or at school, by attending functions or volunteering in classrooms. Schools with involved parents engage those parents, communicate with them regularly, and incorporate them into the learning process.

## Barriers to parent involvement

Schools often don't engage parents because they don't think they can. "A lot of it is perception. According to Karen Salinas, "Teachers perceive that families don't want to be involved when, in fact, families don't know how to be involved. "Some important barriers are mentioned below Parents are sometimes hesitant to become involved in school because they don't have extra time or because they don't speak fluent English. But "the biggest problem is the disconnect between the school and the families. "Parents believe that they had a less-than-satisfactory experience with their own schooling, and so they don't feel to be a good experience. "Communication barriers, both schools and parents want the relationship to improve, if only for the benefit of students.

## Improve Communication

Effective communication requires a two-way flow of information. Some schools, improving communication involves technology such as e-mail messages and interactive phone systems. Parents can use the system, called Parent Link, to hear messages from teachers about what is happening in their children's classes and access their children's grades and attendance records.

Schools try to view parent involvement through the parents' eyes. Parent meetings and workshops are not at the school but in a Family Center that operates in the neighborhood where many of their bilingual families live. A phone message in English won't communicate much to parents who speak only Tamil/Malayalam etc. The bottom line for schools is to communicate using strategies that convey what is important in a way that can be heard by parents and families and invites them to respond.

## *Parental Involvement in Education*

### Teach both Parents and Teachers

Schools with a commitment to parent involvement take an active role in helping parents learn a variety of ways to be involved. Many schools use workshops and other school-based programs to help parents learn about what goes on in classrooms. Parents go to the elementary school and read with their children as well as speak with teachers about reading and reading strategies.

### Benefits

According to Gelfer, (1991) the parents are able to “increase their understanding of child development in areas of physical, social, emotional and cognitive development”. This helps to provide a bond between home experiences and the educational program.

### Children

Teachers believe parental involvement in education results in better performance in school. Children tend to achieve better grades and tend to be more motivated when parents are involved.

### Parental involvement helps children's attention and praise.

- Children tend to model adult behaviors, when parents are actively involved with their schooling, children will learn the importance of education.
- Team approach can motivate them to work hard and produce positive results.
- It also boosts the mental health of children.
- It encourages communication between children and parents, which can foster higher self-esteem and confidence.
- It can also help children interact better with their peers and advance their social skills.

## Parents

- Motivation and providing discipline for children gives benefits for the parent.
- Related to education, parents are more likely to be sensitive to their child's emotional and social needs.
- Parental involvement creates ties and strengthens bonds with children and can boost our (parents) confidence in parenting and any decision-making when it comes to your child's education.
- It leads to the building of stronger relationships within the school, leading to clearer communication between teachers, parents and children.
- Schools that have high levels of engagement with parents tend to experience better community support and positive reputations.

## Educators

- Schools have a high percentage of involved parents in and out of schools, teachers and principals are more likely to experience higher morale.
- Teachers and principals often earn greater respect for their profession from the parents.
- Consistent parent involvement leads to improved communication and relations between parents, teachers, and administrators.
- Teachers and principals acquire a better understanding of families' cultures and diversity, and they form deeper respect for parents' abilities and time.
- Teachers and principals report an increase in job satisfaction.

## School

- Successful parent involvement improves not only student behavior and attendance but also positively affects student achievement.
- Schools that actively involve parents and the community tend to establish better reputations in the community.
- Schools also experience better community support.
- School programs that encourage and involve parents usually do better and have higher quality programs than programs that do not involve parents. Setting goals with children and fostering achievement of those goals.

### *Parental Involvement in Education*

- Accessing and using children's academic scores to ensure they're on track. Frequently viewing the parent portal.
- Developing a relationship with children's teachers and keeping in touch with them often.

### *Importance of Parental Involvement*

- Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance.
- Parental involvement in school life was more strongly associated with high academic performance for middle school learners than helping with homework.
- Involvement allows parents to monitor school and classroom activities.
- Teachers of students with highly involved parents tend to give greater attention to those students.
- Parental involvements in school, and positive parent-teacher interactions, have also been found to positively affect teachers' self-perception and job satisfaction.
- Students perform better in school if their fathers as well as their mothers are involved, regardless of whether the father lives with the student or not.

### *Suggestions*

- Communicate to parents that their involvement and support makes a great deal of difference in their children's school performance, and that they need not be highly educated or have large amounts of free time for their involvement to be beneficial.
- Encourage parent involvement from the time children first enter school
- Teach parents that activities such as modeling reading behavior and reading to their children increase children's interest in learning.
- Develop parent involvement programs that include a focus on parent involvement in instruction-conducting learning activities with children in the home.
- Provide orientation and training for parents, but remember that intensive, long-lasting training is neither necessary nor feasible
- Make a special effort to engage the involvement of parents of disadvantaged students, who stand to benefit the most from parent participation in their learning, but whose parents are often initially



reluctant to become involved. Continue to emphasize that parents are partners of the school and that their involvement is needed and valued.

## Conclusion

Parents are the most important partner in a child's education and schools can reap large dividends by capitalizing on their support. To be sure, such relationships require a lot of work by both educators and parents. Although success will not come easy, the rewards are too great for a school not to try. So, Parents should always accompany with their children for their great success.

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