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"THE ROLE OF SELF-EFFICACY AND WORKPLACE EXPLOITATION IN PREDICTING TEACHER PROFESSIONALISM: A STUDY OF SECONDARY EDUCATION"

Seema Chaudhary
Research Scholar, Dept. Of Education, NSU (Jamshedpur)

Dr. Jyoti Prakash Swain
Professor, Dept. Of Education, NSU (Jamshedpur)

Abstract:
This concept paper explores "the role of self-efficacy and workplace exploitation in predicting teacher professionalism in the context of secondary education". Understanding the elements that affect teachers' professionalism is essential since it has a direct impact on educational quality and learning results. The literature on teacher exploitation, self-efficacy, and professionalism is reviewed, and its relevance to education is discussed.

A theoretical framework is put out to connect self-efficacy, workplace exploitation, and teacher professionalism based on the study of available literature. The results of the study show a link between teacher professionalism and self-efficacy, with higher self-efficacy resulting in more dedication, self-assurance, and success in the classroom. Employer exploitation, on the other hand, has a detrimental impact on teachers' professionalism, leading to disengagement and reduced job satisfaction.

To sum up, understanding how self-efficacy and workplace abuse affect teacher professionalism is essential for enhancing instructional strategies and results. Educational institutions can improve the quality of education by addressing these issues and resulting in an environment that empowers instructors, fosters professionalism, and increases student achievement.

Keyword: Self-efficacy, workplace exploitation, teacher professionalism, secondary education, social cognitive theory, professional development

Introduction:

In the field of education, teachers play a pivotal role in shaping the intellectual and personal growth of students (Ingersoll & Strong, 2011). Their professionalism has a direct impact on the standard of instruction and overall results of learning. Therefore, it is crucial to comprehend the variables that affect teachers' professionalism. In the context of secondary school, the purpose of this concept paper is to investigate how self-efficacy and workplace exploitation influence teacher professionalism.

Competence, dedication, ethical behaviour, and ongoing professional growth are just a few examples of the many facets that make up a professional teacher. Job happiness, workplace culture, and opportunities for professional growth are just a few of the variables that have been found to have an impact on teachers' professionalism. (Hyler, Gardner, & Darling-Hammond, 2017). Self-efficacy and workplace exploitation, however, have only received modest consideration.

An individual's self-efficacy is defined as their confidence in their capacity to do specified duties or positions well. High self-efficacy teachers are more likely to demonstrate higher dedication, self-assurance, and effectiveness in their professional practise. (Häkkinen&Hämäläinen, 2017). On the other hand, educators with poor self-efficacy may struggle with self-doubt, low motivation, and a lack of professionalism. (Skaalvik&Skaalvik, 2018).

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LEARNING STYLES OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ATTITUDE AND ACHIEVEMENTOF SCIENCE

Nutan Kumari
Research Scholar, Netaji Subhash University, Jamshrdpur, Jharkhand

Prof.(Dr.) Jyoti Prakash Swain
(Supervisor), Professor and Head Dept.of Education, Netaji Subhash University, Jamshrdpur Jharkhand

Abstract
Learning style of secondary school students helps in the improvement of academic achievement and attitude towards different subjects. Here, in the present study, learning styles for students at secondary educational level has been taken for research to explore different changes in classroom situation and its relation to the development of academic achievement and attitude towards science. Purposive random sampling techniques were followed for selection of sample. As the objective of the study was to study the relationship between scientific attitude of students and their achievement in science. The investigator has used the ex-post facto method in which an attempt is made to study the secondary school students learning style with special reference to their achievement attitude towards science. The 500 science students belonging to class XI of Government and private students in East Singhbhum District .The three standardized as Learning style Inventory , Scientific Attitude Scale and Achievement Scores have been used for the purpose.

Key Words – (Learning Style, Secondary School students, Attitude towards Science , Achievement of Science)

Background and importance of the study

These days when knowledge is multiplying day by day, where new methodologies, strategies and technologies are being invented; where new approaches and systems are being explored; where new models are being initiated to redesign and reshape the prevailing academic environment in institutions to keep pace with the increasing knowledge in each sphere; where educational literature in being enriched by new innovations, the objective of making learning more promising and maximally effective to the learner can be achieved by making instructions individualized. Teaching is made adaptive to the learner's ability, personality, interest etc. Teaching has been viewed as a science i.e. as a systematic application of rules of science of human behavior in organizing instructions for learners. Every learner has a characteristic pattern of behavior in particular learning field. A person's unique pattern of behavior and scientific attitude represents a unified pattern of person's thinking which is called learning style. In present situation, it seems important to highlight the learning variations among students by taking into consideration their learning styles. In India, Science and Technology have been in use since long. But in recent years, India as a nation is heading for rapid individualization based on the use of high technology. Such effort needs automation and the use of computers. These efforts have two major requirements. First, there is a need of highly trained experts, who can build indigenous system of science and technology; second, scientifically literate citizens, who can take decisions about the proper use of science and technology. In this science and technology oriented society every citizen should be able to

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TEACHER PROFESSIONALISM: EXPLORING THE DYNAMICS, PERSPECTIVES, AND IMPACT IN SECONDARY EDUCATION

Mrs. Seema Chaudhary
Research Scholar, Department of Education, NSU

Dr.Jyoti Prakash Swain
Head Dept. of Education, Netaji Subhas University, Jamshedpur

ABSTRACT

This study aims to enhance comprehension of the difficulties encountered by secondary level educators by examining the interaction among three crucial factors: teachers' professionalism. The analysis chapter will yield significant findings that offer vital insights into the various aspects that influence teachers' work happiness and performance.

Furthermore, the article unveils the outcomes of an empirical study involving a sample of secondary school teachers, providing insights into their perceptions of professionalism and its manifestations. The results underline the substantial role of teachers' characters, revealing significant differences across the secondary school level. This study contributes to the discourse surrounding teacher professionalism, offering valuable insights into its complexities and implications for fostering a nurturing educational environment.

Keywords: Teacher professionalism, Secondary education, Educator attitudes, Teacher satisfaction, Teacher characteristics etc.

INTRODUCTION

Status of Secondary Education in India

Secondary schools play a crucial part in the country's educational system. It bridges the gap between primary and higher education. Secondary education is designed to equip students with the skills they'll need to properly engage in our increasingly complex society, whereas elementary education focuses on instilling the fundamental essentials for getting by in the world. Several earlier commissions and committees issued suggestions on the importance of secondary education. The NPE, which dates back to 1968, states that secondary education is essential for a country's economic, political, and social progress. Early in the Eleventh Year Plan (2007-2012), the Central Advisory Board of Education (CABE) suggested making secondary education free and mandatory like elementary school. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a government initiative that has been in place since 2009. The Indian government is investing in this initiative to raise the quality of secondary education across the country. The main goal of RMSA is to increase the GER and make better educational opportunities available to students.

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TEACHER PERFORMANCE IS THE SIGNIFICANT CONTRIBUTOR FOR ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

Meenakshi Choudhary
Research Scholar, Department of Education, Netaji subhas University

Dr, (Prof.) Jyoti Prakash Swain
Head Department of Education, Netaji Subhas University.

Abstract:
Every field has an objective to be achieved and the employees are the key drivers in achieving that. It becomes mandatory that the employees perform well in order to achieve the objectives. The performance of the employees should reach optimality for achieving the targeted objectives successfully by the organization including the education institutions. In education field teachers are the key drivers on whose performance the education institutions achieve their targeted goals. In education institutions the goals and objectives are centred around students. Student academic achievement is the main objective for any education institutions to achieve. Teacher the vehicle of education institution by their performance drive and let the student achievement to be achieved. In education institutions at secondary level the main objective is to let the student be skilled full, be creative, have understandable ability etc. Success in these objectives results in academic achievement. Teacher by their performance make the academic achievement of students successful. NEP 2020 has reformed the policies in the field of education by keeping the use of on going technology in mind. The main aim of NEP is to let achieve academic achievement in easy go and this is possible by the performance of teacher as the teacher performance is the hallmark of success in any education institutions.
Keywords: Teacher Performance, Academic Achievement, Secondary School

Introduction

Progressive society is the result of education. To be in the race of development and part of globalization quality education is the only tool. Education is the subsystem of society that helps in modelling, framing and constructing of human resources, who are the asset for the country. It paves the way for progress, development and innovation. Developing countries always give education a top priority for their successful development. The importance of quality education cannot be ignored. One learns in the educational institution where the learner experience their first interaction with the social world. The educational institutions are runed by the education system with main focus to give quality education to the learner for getting benefits from the learner on the long run.

Education is tri polar process, which depends on teacher, student and environment. Whereas the quality education depends mainly on the shoulder of a teacher. In order to handle the drastic changes by the education system quality teacher and their performance plays a vital role. Students get involved in education institutions for getting achievement in learning. This achievement depends on the performance by the teacher in the educational institutions. For improving the quality of education, one permanent way is to focus on teacher, one whose performance is the resource of the education system. The single most important significant factor in student attainment is teacher performance (Hanushek,

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"EXPLORING THE ROLE OF EMOTIONAL AND SOCIAL INTELLIGENCE IN THE ACADEMIC SUCCESS OF ORPHAN STUDENTS IN SECONDARY EDUCATION"

Manisha Kumari Singh[1] and Dr. Jyoti Parkash Swain[2]
[1]Research Scholar, Department of Education, Netaji Subhas University, Jamshedpur
[2]Head, Department of Education, Netaji Subhas University, Jamshedpur

Abstract:
This concept paper aims to investigate the significance of emotional and social intelligence in the academic achievement of adolescent orphans. The academic success of parentless children is closely linked to their emotional and social intelligence. Emotional intelligence pertains to the capacity to identify, articulate, and regulate one's own emotions, as well as those of others. On the other hand, social intelligence involves the ability to interact proficiently with others. Research has indicated that children with higher levels of emotional intelligence demonstrate increased school engagement and achieve better academic outcomes. Similarly, studies have shown that students' social intelligence affects classroom participation, interpersonal skills, and collaborative learning. The discussion emphasizes the combined "role of emotional and social intelligence in shaping the academic success of orphan students", emphasizing the importance of integrating interventions and policies that foster the development of these intelligences. The consequences for education and policy are also covered, emphasising the necessity of including lessons on emotional and social intelligence in the curriculum and in the support networks for orphan kids. In order to develop targeted treatments that support orphan kids' academic achievement and general well-being, the concept paper emphasises the need for additional research that is focused specifically on their experiences and problems.
Keywords; Emotional intelligence, social intelligence, Academic success, Orphan students, Secondary education.

INTRODUCTION:

The academic success of orphan students in secondary education is a topic of great significance, as it not only impacts their educational journey but also shapes their future prospects. Due to the lack of parental involvement and the emotional and social obstacles brought on by their poor backgrounds, orphan students confront particular hurdles. In order to create specialised treatments and support systems to meet their unique needs, it is essential to understand the aspects that contribute to their academic performance.

This concept paper attempts to investigate how orphan students' academic progress in secondary education is influenced by their emotional and social intelligence. "According to **Mayer and Salovey (1997)**, emotional intelligence is the capacity to identify, comprehend, and control one's own emotions as well as those of others". **Goleman (2006)** defined "social intelligence as the ability to successfully negotiate social settings, comprehend social dynamics, and forge deep connections".

According to research, "social and emotional intelligence are important factors in a variety of areas of students' lives", including academic success, interpersonal connections, and general well-being. These intelligences may play a particularly significant role in determining the academic results of orphan students since they frequently experience additional emotional and social difficulties.

Studies by **Brackett and Rivers (2014) and Lomas et al. (2019)** and others have found a positive

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EFFECTS OF STUDY HABITS AND INSTITUTIONAL CLIMATE ON ACADEMIC ACHIEVEMENT OF TRIBAL AND NON-TRIBAL STUDENTS IN ENGLISH AT SECONDARY LEVEL OF EDUCATION

Komal Kumari
Research Scholar, Department Education, NSU.

Dr.(Prof.)Jyoti Prakash Swain
Head Department of Education (NSU)

Abstract:
The study was designed to investigate the Effect of Institutional Climate and Study Habits and their interaction on Academic Achievement in English of the children of Tribal and Non-Tribal community at secondary level. 360 Participants of Tribal and Non-Tribal communities studying in class-IX at secondary level were selected from three Revenue Division Commissions of Jharkhand for the study. 120 Higher Secondary students where selected randomly among them 60 belonged to boys and 60 belonged to girls from each revenue division. Academic Achievement Test in English prepared by the investigator was administered on the participants to obtain the relevant data. Academic Achievement scores of the students in the subject of English included the percentage of marks obtained was also taken into consideration. Institutional Climate scale (ICS) prepared by the investigator, Study Habit Inventory (SHI) of M. Mukhopadhaya and D.N Sanswal . After the data was collected, it was tabulated and analyzed. The results revealed females have better Study Habits than the male, though, the Academic Achievements of males is better than the females. However, there is no significant difference between male and female tribal and non-tribal Secondary students on Academic Achievements. Besides this , results indicated that Institutional Climate and Study Habits had significant effect on Academic Achievement in English at secondary school students. The Interaction between Institutional Climate and Study Habits had significant effect on Achievement in English.

Key Words- (Study Habits , Institutional Climate , Academic Achievement , Tribal And Non-Tribal Students)

Introduction:

Language is an essential component of human beings. It is one of the greatest accomplishments as it distinguished us from other living beings. Language helps in the overall development of an individual as it has a great impact on the cognitive development. English language is very necessary in the era of globalization and modernization. The language English is like a bridge between the countries. English is the only language which is bringing speedily development in the dynamic world and it helps people for world trading within the nations. Therefore, the whole world is transforming into a global village and as to be connected or to maintain good relationship with the other country people English is being accepted as a global language due to its similar qualities and need among the speakers of thousands different languages. In this connection, English as a language has not lost its glamour due to its status as an international language, a link language and a library language. It is accepted that one person out of every ten in the world is a native speaker of English and one out of every four on the earth can be reached with it. English is the standard language of international conferences, United Nations Organization. Hence, the knowledge of English will surely make a person of the world broad. .

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A STUDY OF ACADEMIC SELF-EFFICACY LEVEL OF SECONDARY SCHOOL STUDENTS IN RURAL AND URBAN AREAS OF EAST SINGHBHUM DISTRICT

Gunjan Kumari
Research Scholar, Netaji Subhash University, Jamshedpur, Jharkhand

Prof.(Dr.) Jyoti Prakash Swain
(Supervisor), Professor and Head Dept. of Education, Netaji Subhash University, Jamshedpur Jharkhand

Abstract
The present study was designed to compare the academic self-efficacy level of students in rural and urban area schools at secondary level of Jamshedpur city of East Singhbhum district in Jharkhand. The null hypothesis of the study was that there is no significant difference of academic self-efficacy level of students studying at secondary level in rural and urban areas in Jamshedpur city in East Singhbhum district . The study employed a quantitative research approach. The descriptive research design was used. All the secondary school students of boys only of Jamshedpur city in East Singhbhum district in the public sector were the population of the study. Stratified random sampling technique was used for the distribution of the sample size and its allocation. The population was categorized into two broad groups (strata) with reference to urban and rural region schools of East Singhbhum district . 300 students from Jamshedpur city were selected from each stratum i.e. urban and rural areas of the said district. In order to collect data on academic self- efficacy level, a standardized tool established by Forman and Owen was used. Data was analyzed by applying a statistical test i.e. the t-test was used to compare the difference of the academic self-efficacy level of the students of urban and rural areas of East Singhbhum district Jharkhand. The study found that in the majority of both rural and urban areas, students liked to participate in a classroom discussion. They agreed with the statement that essay type tests are harder for them than objective type tests. They avoided facing difficulties in their studies and had problems to listening carefully during a lesson on a difficult topic. The majority of the students from urban and rural areas thought that it is a very rewarding experience being a student. They assumed that if they study enough, they can perform better academically. The result of the hypothesis testing showed that there was no significant difference between the academic self-efficacy level of secondary school students in urban and rural areas schools of East Singhbhum district Jharkhand by applying the sample t-test.

Key words: self-efficacy, academic self-efficacy, academic achievement, secondary schools students.

Introduction

Most of the students have a keen interest towards learning and perform better academically in comparison to those who find themselves as disinterested and de-motivated. Despite sharing the same learning environment which has always being a major concern for teachers, no single statement can justify responses to this query. Giving sound results at the secondary level is defined concerning many elements among which the academic self-efficacy level of the students plays a prior role. School students must be actively involved in their learning process and the most important goal of a student is a positive academic performance which can be affected by various factors. One of these factors may be their belief in being successful in getting good grades. The belief of a person about being good on a specific task or achieving a goal may influence the performance on that task. Bandura (1997) named this belief as self-

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ACADEMIC ACHIEVEMENTS OF TRIBAL STUDENTS IN RELATION TO THEIR SOCIAL SUPPORT AT THE SECONDARY LEVEL OF EDUCATION

Mrs.Komal Kumari, Research Scholar,
Department of Education, NSU.
Prof.(Dr).Jyoti Prakash Swain, Head Dept. of Education,
Netaji Subhas University, Jamshedpur.

Abstract:
The present study is an attempt to examine the level of social support among tribal school students with their academic achievement. A total number of 400 students were included in the sample. Simple random sampling technique was used for sample selection. Academic achievement refers to a student's performance in the previous class as well as their academic performance on the most recent annual exam. In the present study researcher have used the previous class achievement score of tribal secondary school of 10th grade students.Social support scale developed by Prof. Indira Dull and SangeetaGodara (2015) was used to assess the level of social support of the tribal school students. The results were analysed by means of coefficient correlation and t-test. The result showed that there exist positive relationship between social support and academic achievement among tribal school students .similarly they differ significantly in term of social support and academic achievement.
Key Words: *social support, Secondary Schools Scheduled tribe students, Academic Achievement.*

Introduction:
A Large variety of indigenous people lives in India. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2crores, India has the single largest tribal population in the world. According to the 2011 census, this constitutes 8.6 percentage of the total population of the country. Education is one of the primary agents of transformation towards the development. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. It is an activity, or a series of activities, or a process which may either improve the immediate living conditions or increase the potential for future living. It is the single most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being.In today's fast-paced and competitive world, preparing students to succeed academically is crucial. Having a healthy body and mind, as well as doing well in school, are goals shared by everybody. Students' final grades and test scores are indicators of their academic success, which is the result of the schooling they get. It takes a sequence of deliberate and well-organized experiences to reflect student learning outcomes. Students' success in the classroom is proportional to how much they learn and absorb over the course of instruction. Academic success has come to take precedence over everything else in a student's life, and with good reason. It is the bedrock upon which the student's future identity will be built.

In any given area, a student might be at a higher or lower level. The main focus of the cognitive domain is the development of one's mental faculties. Reading, basic arithmetic, and acquiring new ideas and generalizations are all examples of intellectual development in this domain. According to Bloom (1958), there are six main categories of cognitive domain objectives: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The term "achievement" is often used in the field of education. Assigning grades, promoting students to the next grade level, categorizing students, providing career guidance, teaching remedial skills, evaluating the efficacy of learning environments, selecting students, and measuring the effectiveness of learning situations are just a few of the many important tasks that guidance and counseling serve.

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ENHANCING ACADEMIC ACHIEVEMENT THROUGH EMOTIONAL INTELLIGENCE: A MULTIDIMENSIONAL STUDY AMONG SECONDARY EDUCATION ORPHAN STUDENTS

Dr.Jyoti prakask Swain
Supervisor, Head, Deptt of Education

Manisha Kumari Singh
Research scholar

ABSTRACT

Emotional intelligence plays a pivotal role in comprehensive individual development, encompassing academic prowess, personal growth, interpersonal finesse, and life accomplishments. This study delves into the emotional intelligence of orphan students, highlighting their diverse needs. Prioritizing emotional intelligence alongside academic proficiency emerges as a pivotal strategy, fostering holistic development and equipping individuals with crucial emotional competencies beyond the academic sphere. This research investigates the intricate interplay between emotional and social intelligence and the academic achievement of orphan students in secondary education. Given the unique challenges faced by orphaned and vulnerable students, examining the nexus between emotional intelligence, social intelligence, and academic success is essential for formulating effective interventions and support systems.

Keywords: - Emotional intelligence, orphaned student, academic achievement, skills etc.

INTRODUCTION

Every stage of a person's life, from infancy to adulthood, has importance, but none is more complex and crucial than adolescence, which lasts from about 13 to 19 years of age. The pursuit of self-discovery and novel experiences takes front stage during this transitional phase, which is characterised by a tremendous rush of vigour and curiosity. Adolescents set out on a voyage of self-discovery in an effort to define their identities, interact in a variety of ways, and develop their innate talents. This critical stage is defined by the pursuit of autonomy and the investigation of personal goals. It is a time of deep physiological and psychological change that moulds people into the people they will become. The significance of this phase on future trajectories is significant, especially in light of how it affects emotional stability, social connections, and academic success.

The transition from childhood to adulthood throughout adolescence is marked by a variety of changes in the physical, social, psychological, and cognitive spheres. These adjustments invariably have an impact on people's self-perception, personalities, educational success, and health. Teenagers who find themselves orphaned or without parental assistance suffer particular

Gender, Locality & Socio-Economic Status as related to Students' Level of Aspiration

Jyoti Prakash Swain
Principal Netaji Subhas Institute of Education, Pokhari, Jamshedpur, India

Abstract

In today's world of competitiveness, almost everyone is ambitious in some or other from. A great deal of individual variation is found with regard to goal setting behaviour. Persons with an equal amount of ability may also differ significantly in their goal setting behaviour. One may set it very high while the others very low. Still others may set near to their performance level. Thus, in choosing life goals and in doing daily activities people differ largely in their expectations and aspiration. Academic achievement constitutes an essential ingredient in the gigantic super structure of teaching and learning process. The academic achievement is day by day attracting the attention of educationists because it has been assumed as criteria for selection in various works of life.

Happiness depends upon the harmonious development of a child, which is greatly affected by different factors like level of aspiration, socio-economic-status, locality as well as academic achievement of the student. In some societies, it so happens that the parents show their reluctance towards the education of their children. the reason behind, is that they engage them to earn the livelihood for the family. Level of aspiration, socio-economic-status, locality and gender some of the important factors in determining academic achievement of the students. The findings of the study revealed that there is no significant interaction between gender, locality and SES on the level of aspiration of secondary adolescent students; there exists no significant difference between the level of aspiration of male and female adolescent students. Hence the hypothesis that there is no significance difference in low aspirations between male and female adolescent students is accepted.

KEYWORDS: socio-economic status, level of aspiration and achievement

Background of the study

The significant aspect of personality which deserves consideration with regard to academic attainments of a student is the level of aspiration. The concept of level of aspiration is invoked in reference to the goal striving behaviour of an individual presented with a task, outcome of which can be measured on an achievement scale. Frank (1941) defined level of aspiration as "the level of future performance in a familiar task, which an individual, knowing his level of past performance in that task, explicitly undertakes to reach". According to Frank an individual arranges his aspiration towards his possible assignments in a hierarchy of difficulties that he is likely to face. His level of aspiration is described to be the most attractive orientation on continuum of difficulty in relation to the goal he aspires to achieve.

According to Boyd (1952) level of aspiration means "as individuals ambitions in a dynamic situation that is an individual's goals or expectations in regard to the goodness of his own future performance for given task." Whereas, Backer and Seigal (1957) referred level of aspiration "as individuals strive for a particular goal or level

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RESEARCH ARTICLE

Perception of Class VII Students about Learning and Teaching of Science with Respect to Locality of School in Odisha State

Madhusmita Dash[1] and Jyoti Prakash Swain[2]
[1] GETEI, Kendrapara
[2] Netaji Subhas University, Jamshedpur
[2] Email: jpswain.ed@gmail.com

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ABSTRACT

Science learning for upper primary students gives importance to learning outcomes related to change in behaviour, perception and activities of students. Paas, Renkl and Sweller (2003) found that mental activities of students are accelerated through learning of science. Science teachers can easily identify strengths and needs of their students. It is the responsibility of science teachers to provide remedial measures according to pupil's need. Students who have more weakness in assigned portion of science on the basis of their class level needs more attention from teachers. Science learning enables children for their maximum intellectual development. Learning science at primary level activates neural pathways which permit novel thinking and problem solving skills. A person with more experience about a particular field is considered as more intellectual in that field which impacts a lot during life. Osher, Cantor, Berg, Steyer, Rose (2018) conducted a research on perception of students and found that learning science requires strong student-teacher relationships. Preparing of valuable projects, deriving solutions for assignments, solving day to day problems would be easier if they learn together by collaborating with each other. The present study sought to explore the perception of class-VII students related to student's feelings during learning science, liking towards their science text book, using topic related science TLMs in their science class, use of TLMs for learning of science, most liking topics & difficult topics in the science text book, participation in conducting experiments in science period, use of computer in science class, participation in science exhibition & in science seminar, use of projector, ability to explain a science topic to one of their friends who is weak in science, benefities of learning science in their day today activities & questions put in science examination.

Key Words: *Learning Achievement in science, Locality of school*

INTRODUCTION

Science makes learning meaningful and easy by linking new ideas with existing concepts. Application of science in day to-day life makes learning enjoyable for the learner. In the modern day, attitudes toward science education have shifted from objective fact-based information to practical activity that reflects the learners' abilities, attitude, and beliefs. Conduction of experiments inside class room under the guidance & supervision of teacher makes learning more reliable as well as valid. Teachers need to be made aware of and sensitized towards the needs of high ability- gifted students. Students' involvement and actions during learning science result in improvement of students' knowledge, higher order skills, attitude towards science, process skills, and ability to apply concept in new situation.

REVIEW OF RELATED LITERATURE

Paas, Renkl, and Sweller (2003) conducted a study on perception of students about teaching learning process of science at upper primary level and found that relevant mental activities by students definitely affected learning as adequate exercise of brain which facilitated better result of learning science for upper primary students.

Penuel, Ferguson, Singleton, Shea, Borelli and Korbak (2008) conducted a study on perception of students about teaching learning process of science at upper primary level and found that students could be able to think scientifically by learning how to form hypotheses, how to conduct experiments, observing, collecting evidences and framing conclusions while seeking to understand the principles working on a phenomenon.