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EFFECTIVE TEACHING STRATEGIES FOR MINIMIZING SCHOLASTIC FAILURE

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ABSTRACT

Individual differences in educational performance are strongly related to differences in intelligence. Despite its avowed goal of understanding individual behavior, the field of behavior analysis has largely ignored the determinants of consistent differences in level of performance among individuals. Students' learning styles are different from each other. When the learning environment is oriented towards natural tendencies such as studying, exploring, touching the student, the student is willing to participate in the lesson. The learning styles and learning activities in the learning environment positively affect students' academic success. Identifying students' learning styles and designing activities accordingly will facilitate learning even for students with learning disabilities. Therefore, teachers need to reveal students' learning styles and model the learning process.

Keywords: Learning style, learning activities, learning environment

Introduction

Individual differences between students are personal differences that are unique to each student. It includes variables such as physical characteristics like height, and weight, intelligence, interest, perception, gender, skills, learning styles and personality traits (Ari and Deniz, 2008). In the teaching-learning process, it is necessary for the teacher to plan learning, taking into account these individual differences. When instructional planning, a plan based on learners' learning style and speed is more likely than collaborative teaching, it will lead to a more effective learning environment. Not all students learn similarly, but not all methods arouse the interest of all students at the same level (Gözütok, 2000). The differences in achievement are even visible among the children at the same level of intelligence.

Background

In this context, taking into account the individual differences of pupils will

create a rich learning environment by drawing attention to the lessons.

The needs and structure of learners are significant factors that guide learners' behaviours in the class (Celep, 2004). Therefore, in planning teaching activities, students will be able to use methods that respond to differences and individual needs and allow students to develop their skills and guarantee that the teaching process is successful. As the learning speed, interest and ability of students include individual differences, these characteristics should be taken into account by the teacher, and appropriate activities must be chosen according to the level of the pupil. Each learning is individual, and there are differences in student interest and abilities (Goldberg and Baker, 1970). Some students are slow; others are fast learners. Some students need the extra help of a teacher, others learn on their own (Moore, 2001). Each individual learns in a unique way; some know best by hearing, seeing,

reading and touching certain materials (Shaughnessy, 1998). Students with different abilities and power need different activities to be successful and missions (Good and Brophy, 2008). Students differ in terms of experience, status, ethnicity, culture, language and learning style. Using different teaching methods for other students using one's own experience and learning history will be much more effective (Borich, 2014), revealing the individual differences and special needs. Student performance improves when the student strengths and special needs are compensated for by different teaching methods (Tomlison, 2010). The family background of students, cultural environment and socioeconomic levels are essential factors in determining academic success (Breen & Jonsson, 2005). At the beginning of the school year, the teacher knows the students' physical, psychological, economic, social, and academic differences (Başar, 2002). Lack of Teachers knowledge of the individual differences of their students can lead to students in scholastic failure. Discipline problems in the classroom can be reduced when students are directed to meaningful activities and their own interests and capacity. In addition, the classroom environment does not consist of uniform personalities but rather an environment with many individual differences. Therefore, in such a multi-disciplinary learning environment, passing the same learning-teaching process to all students alike will negatively affect students' success. The role of the teacher is to observe his / her students, reveal the individual differences that exist in them, and arrange the learning environment accordingly.

Even if the schools would be equipped with state-of-the-art equipments, the better the physical conditions are, the better the physical environment of the school and the classroom will be, and

even if the training programs are perfect, the students will not succeed unless teachers take into account the individual differences of the students. In short, when the teacher is planning the teaching, selecting appropriate tools and materials for the students' individual differences can help the teachers plan and implement the appropriate teaching method and strategy for the individual differences.

There are a number of individual differences that should be of concern to class teachers. Some of the most important are academic ability (or intelligence), achievement level, gender, learning style, ethnicity and culture.

Modifying events of instruction

One strategy for dealing with individual differences is to develop or modify the events of instruction to address individual differences specifically. This is exemplified by the 4MAT system developed by Bernice Mc Carthy. The 4MAT system is a direct instruction approach to teaching that utilizes research on brain lateralization dominance and learning style to identify specific instructional events that will be attractive to a specific type of student.

The 4MAT system seems to have considerable face validity, although there is no widespread research base to support it.

Grouping

There are four general approaches to grouping: grouping skills between classes, grouping skills within the classroom, cooperative learning, and individual teaching.

Grouping of skills between classes

Regarding the grouping of skills between classes, Students ranked at the highest level seem to benefit from this type of grouping.

Grouping of intra class skills

Overall, research tends to support grouping of skills within the classroom as beneficial to the learning of most students. It seems more flexible and

therefore less stigmatizing. In general, when considering the grouping of skills within the classroom, the teacher may wish to have only two groups, as this will facilitate the management of the grouping process.

Cooperative learning

Cooperative learning is a teaching strategy in which students are placed in heterogeneous groups. If implemented correctly, it can have dramatic effects on student success.

Individualized teaching

Individualized education is logically the best way to address individual differences. In practice, it is very difficult to accomplish.

Learn to master

In mastery learning; the teaching environment is structured to develop mastery of prerequisite skills before beginning a new lesson.

Effective teaching strategies for minimizing scholastic failure**Differentiate teaching**

It is important to recognize that "fairness" in education does not mean that all children are taught precisely the same way. Instead, it means considering each student's needs and adjusting the program accordingly. Differentiated education provides, where appropriate, the reduction of homework or the extension of deadlines to consider the child's abilities.

Leverage learning styles

Students learn in different ways. Visual learners learn more effectively from visual information, while auditory learners learn best from verbal or audio presentations. Touch kinesthetic learners do well when they touch or move in some way when they acquire knowledge (experiential learning). Although students can often learn to some degree in all these different ways, many excel in one area, so teaching based on one particular style is far more effective than teaching in another.

Incorporate multiple intelligence into the curriculum

Students often have learning areas in which they are particularly strong. These learning strengths can help students succeed in the classroom and reach their full potential. Multiple intelligences are a force structure described by Psychologist Howard Gardner. They are linguistic, logical-mathematical, visual-spatial, musical-rhythmic, body kinesthetic, interpersonal, intrapersonal and naturalistic. Most students have strengths in one or two of these areas.

Use computerized instructions

Most students enjoy working with computers, which can spark their interest in homework. A wide range of programs available, ranging from teaching reading to speech recognition software, make computer education extremely important in helping students with special needs.

Group students efficiently

Group projects offer great opportunities to pool students' talents in a complementary way. Children with mental and learning disabilities benefit from working with especially kind, patient and empathetic students.

Teacher-student communication

It is important at every stage of education, just as student-student communication. These environments allow students to recognize, learn and experience events, objects and people in a natural environment. From this point of view, teachers can accompany students to different places according to the topics.

Active learning environment

Despite some limitations, education contributes enormously when field trips are well planned (Myers & Jones, 2012). The experiences offer students the opportunity to develop practical skills and cognitive thinking skills by providing an active learning environment (Duru, 2010). In science teaching, the use of laboratories, especially at the primary and secondary school levels, has plenty of precautions. This is because

students' knowledge and skills acquired during this period provide the basis for their subsequent learning, enabling them to understand the real world at a later age (Banchi, 2009). In this context, the education of the student also depends on the interaction of the teacher with the student's parents.

Interaction of the teacher with the student's parents

When the child begins to study, the adaptation of the school family relationship is reflected in the success of the student. Therefore, family relations are very important for the success of the student (Kaufman, Bradby, Owings, 1992). However, teachers need to know the students life outside of school. In addition, since the source of some disciplinary problems in the classroom may be out of the classroom, teachers should be in constant contact with their parents. The positive result of intervention in a problem at school is very difficult without the supportive attitudes of parents at home (Lawrence Lightfoot, 2003).

Conclusion

The environment and family structure influence the formation of the individual differences of the learners. It is important for student success to communicate with the family, to identify the individual differences of the students, to design their needs and to design a learning-teaching process in accordance with this need. Therefore, even if only one of the teachers interviewed emphasizes parental involvement, it can be said that the teachers' communication with the family, which has a great influence on the education of the student, is disconnected. In this, it can be said that the teacher who needs information about the life of the student outside the school will not be able to design this effective and productive learning-teaching process.

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DEPENDENCE PRONENESS AMONG STANDARD VIII STUDENTS

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ABSTRACT

Dependence generally refers to the seeking of nurturance, affection and protection. Dependency is also one of the basic modes of interpersonal relationships. Efforts of the schools are used for helping students to achieve better in their endeavours. Dependency is one of the basic modes of interpersonal relationships. Generally, students are dependent on teachers for achieving better results in academics. The study of dependence proneness among the students has important implications in the field of education. Dependence proneness is a response deposition. School is the place to acquire knowledge to make a career and job in the future and shape the younger generation to meet the challenges in life independently without depending on others.

Keywords: Dependence proneness, response deposition, challenges

Introduction

Dependence proneness is found to be influenced by child-rearing practices. One of the functions of socialization is to lead the child from dependence on others to independence. The transition from dependency to independence is influenced by many factors such as physical maturation, increased language competence, advances in problem-solving skills and decision-making ability, increased self-control definition of acceptable personal values. Education is about the preparation of unprepared minds. Preparation of mind as the process involves enormous inputs and efforts on the parts of all stakeholders, namely parents, teachers, peers and society. Only through school does the child receive a good education and learn how to act and perform individually in society. Dependency is one of the basic modes of interpersonal relationships. "A new born baby is totally dependent on the mother for survival. Later on, she grows up and turns into an adult, but he/she is still dependent on others for various things. Dependence

proneness is thus a response deposition. Dependence proneness in learning is also known by number of other terms: Learner independence, learner autonomy, independent learning, lifelong learning, thinking skills (Sinclair, 2001).

Objectives of the study

1. To study the level of dependence proneness of standard VIII students.
2. To find out the level of achievement of standard VIII students.
3. To find out the significant relationship between dependence proneness and their academic achievement.
4. To study the significant difference between dependence proneness and intervening variables such as gender, locality, type of school, type of family, monthly income of the family and number of siblings.
5. To study the significant difference between academic achievement and intervening variables such as gender, locality, type of school, type of family, monthly income of the family and number of siblings.

Hypothesis of the study

1. There is no significant difference between male and female with respect to their dependence proneness.
2. There is no significant difference among Government, aided and private school students with respect to their dependence proneness.
3. There is no significant difference between urban and rural area students with respect to their dependence proneness.
4. There is no significant difference between monthly income of the family with respect to their dependence proneness.
5. There is no significant difference between nuclear and joint family with respect to their dependence proneness.
6. There is no significant difference between numbers of siblings with respect to their dependence proneness.

Population and sample

The population of the study is standard Eighth students in Trichy district. A total number of 228 students were taken for the study.

Tools used

The tool was developed by the Investigator; consist of fundamental concepts in menstruation for pre and post-tests. The pattern of the test is same as the control and experimental group. The test consists of twenty five marks objective type questions. The question paper consists of three levels like knowledge, understanding and application levels.

Data Analysis

After collecting data, the investigators classified and tabulated in order to ensure perfect interpretation of data. The entire data were processed and analyzed by making use of SPSS. The 't' test & 'F' test were used to analyse the data.

Hypothesis testing

Hypothesis-1

There is no significant difference between male and female students in their dependence proneness

Table 1: Test of significant difference of male and female students with respect to their dependence proneness

Gender	N	Mean	S.D	tvalue	Level of significance
Male	126	75.00	7.00	0.072	NS
Female	102	74.93	7.35		

Note: (N-Number of students, S.D-Standard deviation, NS - Not significant) From the above table, it is found that the calculated' value 0.072 is lesser than the table value of 1.96 at 0.05 significance level. Therefore, the null hypothesis is accepted and it is concluded that the male and female students do not differ significantly in their dependence proneness score. From the observed mean scores it is interpreted that male students have high dependence proneness than the female students.

Hypothesis-2

There is no significant difference among Government, Government aided and Private school students with respect to their dependence proneness

Table 2: Test of significant difference of Government, Government aided and Private school students with respect to their dependence proneness

Type of school	N	Mean	S.D	F value	Level of significance
Government school	76	76.73	6.23	7.819	NS
Government aided school	78	72.51	7.54		
Private school	74	75.74	6.95		

(At 5% level of significance for 2,225 df the table value of F is 19.50)

Note: (N-Number of students, S.D-Standard deviation, NS- Not significant)

From the above table, it is found that the calculated F-value 7.819 is lesser than the table value of 19.50 at 0.05 significance level. Therefore, the null hypothesis is accepted and it is concluded that the students from Government, aided and private school do not differ significantly in their dependence proneness. From the observed mean score it is interpreted that Government school students have high dependence proneness than the Government aided and private school students.

Hypothesis-3

There is no significant difference between urban and rural students in their dependence proneness.

Table 3: Test of significant difference of urban and rural area students with respect to their dependence proneness

Gender	N	Mean	S.D	t value	Level of significance
Urban	105	75.12	7.57	0.299	NS
Rural	123	74.84	6.79		

Note:(N-Number of students, S.D-Standard Deviation,NS- Not significant) From the above table, it is found that the calculated t-value 0.299 is lesser than the table value of 1.96 at 0.05 significance level. Therefore, the null hypothesis is

accepted and it is concluded that the urban and rural area students do not differ significantly in their dependence proneness score. From the observed mean scores it is interpreted that urban students have high dependence proneness than the rural students.

Hypothesis-4

There is no significant difference among monthly income of the family with respect to their dependence proneness.

Table 4: Test of significant difference of the monthly income of the family with respect to their dependence proneness

Monthly income of the family	N	Mean	S.D	F value	Level of significance
Less than Rs.10,000	112	74.964	7.58	0.101	NS
Rs.10,000 to 20,000	80	75.175	6.68		
More than Rs.20,000	36	74.528	6.87		

Note: (N-Number of students, S.D-Standard deviation, NS- Not significant)

From the above table, it is found that the calculated F-value 0.101 is lesser than the table value 19.50 at 0.05 significance level. Hence, the null hypothesis is accepted and it is concluded that the monthly income of the family do not differ significantly with respect to dependence proneness. From the observed mean scores it is interpreted that among the three income groups parents monthly income Rs. 10,000-Rs.20,000 family income students have high dependence proneness

Hypothesis-5

There is no significant difference between joint and nuclear family students in their dependence proneness.

Table 5: Test of significant difference of joint and nuclear family students in their dependence proneness

Gender	N	Mean	S.D	t value	Level of significance
Joint	72	75.9	7.23	1.33	NS
Nuclear	156	74.54	7.08		

Note: (N-Number of students, S.D- Standard deviation, NS- Not significant)

From the above table, it is found that the calculated 't' value 1.33 is lesser than the table value 1.96 at 0.05 level of significance level. Therefore, the null hypothesis is accepted and it is concluded that the joint and nuclear family students do not differ significantly in their dependence proneness score. From the observed mean scores it is interpreted that Joint family students have high dependence proneness than the Nuclear family students.

Hypothesis -6

There is no significant difference among students who have no siblings and one sibling, and more than one sibling with respect to their dependence proneness

Table-6: Test of significant difference of students who have no siblings, one sibling and more than one sibling with respect to their dependence proneness

Number of siblings	N	Mean	S.D	F value	Level of significance
0	22	74.36	7.09	0.439	NS
1	147	75.08	7.52		
More than 1	59	74.91	6.22		

(At 5% level of significance for 2,225df the table value of F is 19.50) Note: (N- Number of students, S.D-Standard deviation, NS- Not significant)

From the above table, it is found that the calculated F-value 0.439 is lesser than the table value 19.50 at 0.05 level of

significance. Hence, the null hypothesis is accepted and it is concluded that the students who have no siblings and one sibling, and more than one sibling do not differ significantly with respect to Dependence proneness. From the observed mean scores it is interpreted that students with one sibling have high dependence proneness than others.

Findings

1. Male and female students do not differ significantly in their dependence proneness score. From the observed mean scores it is found that male students (75.00) have high dependence proneness than the female students (74.93).
2. Government, Government aided and Private school students do not differ significantly in their Dependence proneness score. From the observed mean score it is found that Government school students (76.73) have high dependence proneness than the Government Aided (72.51) and private school students (75.74).
3. Urban and rural area students do not differ significantly in their dependence proneness score. From the observed mean scores, it is found that urban students (75.12) have high dependence proneness than the rural students (74.84).
4. The family monthly income, which lies between.10,000, Rs.10,000-Rs.20,000and more than Rs.20,000, do not differ significantly in their dependence proneness score. From the observed mean scores, it is interpreted that among the three income groups, parents monthly income with Rs. 10,000-Rs.20,000 family income students have high dependence proneness (75.175) than their counterparts.
5. Joint and Nuclear family students do not differ significantly in their dependence proneness score. From the observed mean scores, it is

interpreted that nuclear family students (75.9) have high dependence proneness than the joint family students (74.54).

6. The students who have no sibling, one sibling and more than one sibling do not differ significantly in their dependence proneness score. From the observed mean scores it is interpreted that students with one sibling (75.08) have high dependence proneness than their counterparts.

Educational implications

The present study gives a clear cut view about the present position of students Dependence Proneness. Based on the important findings stated earlier the following educational implications may be taken into account.

1. The Dependence proneness of the students will lead them to become good citizen in the future. So the teacher should encourage the students for the better development of the nation.
2. The students from Government Aided and Private schools are having influence on the Dependence Proneness level. So the policy makers and curriculum developers should give importance to these variables for improving the Dependence Proneness among VIII standard students.
3. Background variables like gender, locality, parental income, type of family and number of siblings are not having influence on the dependence proneness level of the VIII standard students. So the policy makers and curriculum developers should give importance to these variables for improving the Dependence Proneness.

Conclusion

The present study reveals the Dependence proneness of standard VIII students. The study indicates

that the students in Trichy district have high level of Dependence proneness. The sub samples like Government Aided and Private schools are having influence on the Dependence Proneness and the background variables like gender, locality, parental income, type of family and numbers of siblings are not having influence on the dependence proneness of the standard VIII students. When the students are not dependent on any one in their learning process, it means that they are independent learner. The teachers are the mentors or tutor for them to enhance their learning. This independent learning and not depending on others will lead them to become good human being.

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TEACHERS' ATTITUDE TOWARDS ONLINE TEACHING

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ABSTRACT

Online teaching covers a broad set of applications of computer-based technology. It is an interactive learning experience with access to online tutor which can be used by smart phone, personal computer and laptop. One of the advantages of online learning is that it covers vast distances. Where learning is done at the learner's pace, this study sought to determine the attitude of high school teachers towards online teaching. The researcher used Online Teaching Scale to collect data. Survey method was adopted in this study. The samples were collected from 160 government high school teachers using Google form. The researchers used descriptive and differential analyses. The present study showed that there is a significant difference in the attitude towards online education among high school teachers.

Keywords: Attitude, high school teachers, online teaching

Introduction

Online education is known with many names like e-learning, online learning, mobile learning, internet learning and many others. However, in simple language, it is an electronically supported way of learning where in, teachers and students interact via internet. Technology-based teaching can be viewed as an innovative approach to deliver the content. Online learning is the new and most popular form in distance education. Within the past decade it has a major impact on education and the trend is only increasing. In this paper the researcher intended to explore the experience of online teaching and how it has changed the role of an instructor.

Review of related literature

There are some evidences of student anxiety towards online learning when compared to traditional.

Kim, Gyoomi (2020) conducted a study on students' use of digital English learning strategies. The participants of the study were 400 students selected from two universities located in South Korea. The study concludes that understanding the learning process and strategy use patterns are

very critical to make students strategic learners in a digital English learning context

Paul, J., & Jefferson (2019) conducted a comparative analysis of student performance in an online vs. face-to-face environmental science. The sample consisted of 548 students who completed the environmental science. The result showed no significant difference in student performance between online and face-to-face teaching.

Hannay, M., & Newvine (2006) studied a comparison of online and traditional learning strategies. The participants of the study were 200 students selected from two colleges and universities. The result showed that there was significant difference in online learning at colleges and universities.

Statement of the problem

Electronic media are unavoidable elements in the teaching and learning process in traditional learning, students are passive listeners rather than active participant but in the case of online-learning the students are expected to learn individual by relating their skills to

the reflective and creative thinking. Online learning plays an important role in education. Hence, the problem of the study is stated as Teacher's attitude towards online teaching

Objectives of the study

The major objectives of the study are

1. To assess teachers' attitude towards online teaching
2. To find out the length of teacher experience in computer and internet.
3. To find out the purpose of teachers using the internet
4. To find out the factors affecting the teachers' attitude towards online teaching

Population & sample

In this study, the researchers adopted survey method. Data was collected using Google forms from 160 government high school teachers. The sample was drawn through simple random sample method. The researchers used descriptive and differential analyses.

Construction of the tool

The research tool has two parts:

Part-I –General Information

Part-II -Online Teaching Attitude Scale

Analysis and interpretation of data

Table 1: Analysis of the sample in terms of the teachers of their experience with computer and the length of teacher experience with internet

Duration in the use of computer	No. of teachers	Percentage	Length of experience with internet	No of teacher	Percentage
Less than 1 year	21	13.13	Below 2 years	45	28.12
1-2 year	24	15	2-4 years	32	20
2-4 year	37	23.13	4-6 years	27	16.88
4-6 year	25	15.62	6 year and above	15	9.38
6 year and above	18	11.25	Nil	41	25.62

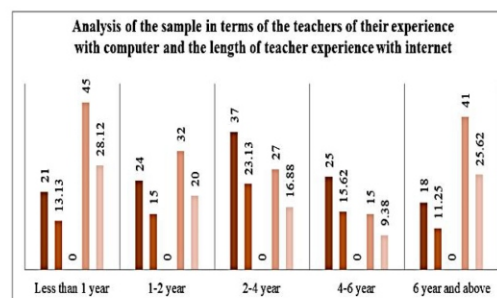


Table 1 gives other dimension of uses of computers by the teachers in term of their experience with computer and the length of teacher experience with internet.as revealed by the table, that 21 teachers (13.12%) have less than one year; 24 teachers(15%) have As observed, 45 teachers (28.12%) have less than 2 years' experience; 32 teachers (20%) have experience of 2-4 years; 27 teachers (16.88%) have 4-6 experience; 15 teachers (9.38%) have experience of 6years and above; the remaining 41 teachers (25.62%) have no experience at all.

Table 2: Analysis of the sample in terms of the teacher for the frequency of computer internet use.

Frequency of computer and internet use	No of teacher of computer use	Percentage	No of teacher of internet use	Percentage
Daily	18	11.25	12	7.5
On alternate days	27	16.88	25	15.62
Once in week	46	28.75	32	20
Once in a fortnight	11	6.87	9	5.63
Once in a month	23	14.38	21	13.13
Never	35	21.87	61	38.12

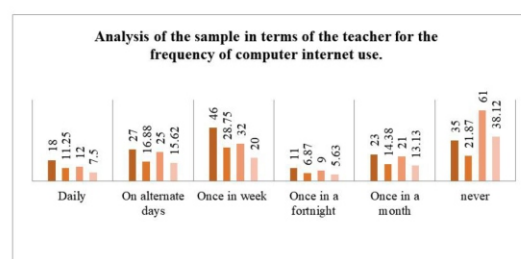


Table II shows that 18 teachers (11.25%) have used daily; 27 teachers (16.88%) have used on alternative days; 46 teachers (28.75%) have used once in a week; 11 teachers (6.87%) have used internet once in a fortnight; 23 teachers (14.38%) have used

No	Statement	Response					Chi-square	Table value	Level of significance
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree			
1.	I am working on a computer	27 (16.87%)	22 (13.75%)	13 (8.13%)	54 (33.75%)	44 (27.5%)	34.82	13.28	High
2.	I can use online teaching to enhance mathematics learning	25 (15.63%)	28 (17.5%)	17 (10.62%)	53 (33.13%)	37 (23.12%)	23.62	13.28	High
3.	Online teaching and learning helps to work independently	52 (32.5%)	24 (15%)	11 (6.88%)	39 (24.27%)	34 (21.25%)	29.94	13.28	High
4.	Online teaching makes more difficult for me	27 (16.87%)	22 (13.75%)	13 (8.13%)	54 (33.75%)	44 (27.5%)	34.82	13.28	High
5.	Online teaching is intrinsically motivating	30 (18.75%)	24 (15%)	10 (32%)	62 (38.75%)	34 (21.25%)	20.19	13.28	High
6.	I would work harder if I could use computers more often.	52 (32.5%)	11 (6.88%)	24 (15%)	39 (24.37%)	34 (21.25%)	29.94	13.28	High
7.	I know that computers help me to learn new things.	52 (32.5%)	24 (15%)	11 (6.88%)	39 (24.27%)	34 (21.25%)	29.94	13.28	High
8.	I can use online modules for my teaching	25 (15.63%)	28 (17.5%)	17 (10.62%)	53 (33.13%)	37 (23.12%)	23.62	13.28	High
9.	I enjoy teaching through online.	27 (16.87%)	22 (13.75%)	13 (8.13%)	54 (33.75%)	44 (27.5%)	34.82	13.28	High
10.	Learning materials provided in online are more interesting and attractive	30 (18.75%)	24 (15%)	10 (32%)	62 (38.75%)	34 (21.25%)	20.19	13.28	High
11.	Using electronic gadgets makes me feel sinking.	52 (32.5%)	11 (6.88%)	24 (15%)	39 (24.37%)	34 (21.25%)	29.94	13.28	High
12.	Online teaching helps me to interact with the students and get immediate feedback.	27 (16.87%)	22 (13.75%)	13 (8.13%)	54 (33.75%)	44 (27.5%)	34.82	13.28	High
13.	I dislike working with machines that are smarter than me.	52 (32.5%)	24 (15%)	11 (6.88%)	39 (24.27%)	34 (21.25%)	29.94	13.28	High
14.	Online teaching provides the personalized learning support.	25 (15.63%)	28 (17.5%)	17 (10.62%)	53 (33.13%)	37 (23.12%)	23.62	13.28	High
15.	Working with a computer makes me nervous	62 (38.75%)	34 (21.25%)	10 (32%)	24 (15%)	30 (18.75%)	20.19	13.28	Low
16.	Using a computer is very frustrating.	44 (27.5%)	54 (33.75%)	13 (8.13%)	22 (13.75%)	27 (16.87%)	34.82	13.28	Low

once in a month. As observed 12 teachers (7.5%) have used it every day.

Table 3: Analysis of sample in term of the teachers for response towards the term of online teaching attitude questionnaire

Major findings of the study

- More than 23.13% of the teachers have 2 to 4 years' experience in computer and only a few of them 13.13% have less than one year experience in computer.
- When it comes to the length of experience with the internet, 41 (25.62%) of the teachers who formed the sample had no experience with the internet.
- More than 60% of the teachers who formed the sample had a negative opinion about the importance of online learning.
- Nearly 50% of teachers were of the opinion that online teaching had created more problems than solving traditional teaching method.
- More than 60% of the sample was of the opinion that online teaching does not make teaching more difficult.
- More than 50% of teachers did not feel that online learning can cause physical and mental stress.

Suggestions and recommendations

- The teachers may be encouraged to participate in the refresher course in the ICT.
- Institution can provide ample space to utilise the technology resource in the teaching learning process.
- The teachers may be encouraged to provide online support through blogs or institutional websites.

Conclusion

The study had shown that there is wide scope for improving teacher's attitude towards online teaching. Steps must be taken to create positive attitude in the minds of teachers towards onlineteaching.

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METHODOLOGICAL INNOVATIONS IN EDUCATIONAL RESEARCH

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ABSTRACT

Educational Research brings about solution to the challenges in education through systematic study implementing empirical methods. The application of philosophy, theory and practices in empirical methods highlight the issues of social importance in qualitative research which provides not only knowledge to the educators to achieve their goals of teaching learning process but also the development of pedagogy and policy formulations. The prevailing current scenario of our interconnected world makes emergence of methodological innovations in educational research to meet the rapidly changing concerns in knowledge advancement, learner motivation and classroom management. This paper explores the components of innovations in social research such as creative methods, narrative methods, mixed methods, online research methods and software tools.

Key Words: Methodological Innovation, Qualitative Research, Social Research, Empirical method

Introduction:

Innovations in methodology of educational research become evident in the shifting of paradigm from regular mode to online mode of teaching-learning process. These creative and innovative methodologies engage the researcher more meaningful and facilitate their efforts productively in research. The trends within research reporting together with the funding opportunities for methodological innovation leads to increase interest in innovation of social research (Crow et al., 2009; Taylor and Coffey, 2009). Innovations can be applied to advances or developments of 'tried and tested' research methods nevertheless not necessarily confined to the creation of new research methods (Taylor and Coffey, 2009). Not only the funding body plays a part but also factors such as societal, political and ideological pressures influences the adaptation of innovations in educational research. Xenitidou and Gilbert's study (2009) found that there were key institutions with the

concentration of innovations indicating that institutional context plays an important role in innovative methodology in social research. The paper compromises the concept and components of methodological innovations in educational research.

Methodological Innovations:

Innovation is the process of generating and applying new ideas and practices in a specific process. It involves the introduction of new and valuable method in a management system (Crompton, 2008). Wiley et al (2011) expounded the three levels of novelty in innovation of social research

Adoption

The lowest level of innovation where the researcher applies the established method of innovation into a new discipline or sphere of study, for example ethnotheatre.

Adaptation

The mid-level of innovation where the researcher changes to improve the new method to meet the specific needs of the

study, for example, interpretive ethnographic approach.

Inception

The high level of novelty where the researcher uses the new method is often linked with technology and the online environment, for example, blog-sphere where the data is collected from the blogs.

Creative methods

Creative methods in research are “any social research or human inquiry that adapts the tenets of the creative arts as a part of the methodology the arts may be used during data collection, analysis, interpretation and/or dissemination” (Jones & Leavy, 2004). The dimensions of creative methods in research reflects the large variety of art genres such as employed art, dance, drama, poetry, photography, painting, collage or a combination of all these, which aims the engagement of participants or audience in a holistic way giving scope for emotional, moral as well as intellectual responses. Creative methods in research are context-specific, depending on the knowledge, skills and abilities of those involved, when and where the research is carried out and other contextual factors (Kara, 2015). Researchers using creative and art-based research methods are often situated within the qualitative research tradition (Coemans & Hannes, 2017). Creative method provides answers to research questions that cannot be answered using traditional research methods such as questionnaires and interviews and also this method is appropriate for participatory, community-based and action research.

Narrative methods

“The study of how human beings experience the world, where the researchers collect the stories and write narratives of experience is narrative method in education research” (Gudmundsdottir, 2001). Narrative research aims to explore and conceptualize human experience as it is

represented in textual form. It brings about in-depth exploration of the meanings people assign to their experiences which involves the form of interviewing the people around the topic of interest and also interpreting the written documents derived from journals, letters, conversations, autobiographies and transcripts of detailed interviews. These methods cover a wide range of disciplines like anthropology, communication studies, cultural studies, economics, education, linguistics, medicine, psychology, social work and sociology. The research approaches like ethnography, phenomenology, grounded theory, narratology, action research and literary analysis are utilized to create human experiences into episodes.

Mixed methods

Mixed methods research is a methodology that involves collecting, analyzing and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry. This method enables the researcher to understand better the research problem or issues rather than the research approach alone. Qualitative data from instruments, checklists and records and quantitative data from interviews, observations, documents and audiovisual materials are involved for data analysis.

Online research methods

The collection of information and data from the internet, which replaces the traditional paper-and-pen research technique is known as online research method. The data obtained through this method are proved to be more reliable with secured respondents identity. The constant progress in the online survey research enables the researcher ease of access and cost-saving. Bryman (2012) explains that online research methods can lead to development of new research approaches, new fields of study and the platforms of conducting research via software and the internet. This online

research method is a rapidly growing research area which includes

- Conducting content analysis of websites
- Conducting thematic analysis of online discussion posting
- Online ethnography by cyberspace
- Online interaction studies
- Synchronous and asynchronous online focus group
- Online social surveys

The advancements in technology have created possibilities to collect, generate and analyse data through online interviews, blogs, texts and social media. It is important to note that a researcher may claim this method as an adaptation of technology as an extension of established method. However, from the research point of view, online research methodology could enhance the development of innovative research methodology if the focus is shifted from adoption and adaptation to inception distinctiveness.

Software tools: Information and Communication Technology plays an inevitable role in research methodology. Search engines like Google Scholar, ResearchGate, SSRN, Deepdyve, Biohunter, Science scope, Microsoft Academic Search, edu, Wiki Journal Club provides researchers very broad search for scholarly literature across disciplines and sources. The number of tools and applications to communicate and connect with experts and researchers, digital libraries and virtual labs are available to manage references, store information and data and collaborate research across countries are available. Educational research software tools like ATLAS. ti and (CAQDAS): Nivo for windows and Mac enables researchers to assist, enhance, analyse and share unstructured data of all forms. These tools support capturing hypotheses, inferring analyses and formulating experimental results within the same framework.

Conclusion

Innovations in methodology of research are a new way of doing research by applying new methods, designs and concepts. The area of innovation reflects the modern approach and current popularity to research specifically mixed methods, online research methods and software tools. The early adopters of these innovations in the existing methods would have the potential to contribute more towards the practices in social research. Positively these innovative methods provide a different approach and ways to identify different topics to research, but 'different' is not necessarily 'better'. The researcher needs to plan a suitable method based on the clear idea about the concepts of the innovative methods in research to investigate the relevant solutions to their research problem, gain skills of modern research practices, and knowledge creation, storage, and transfer.

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PHENOMENOLOGY AS A METHOD IN RESEARCH EDUCATION

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ABSTRACT

Many contemporary researchers claim to use a phenomenological approach as a method in the research in education has risen in popularity, particularly by the researchers who are interested in understanding and generating knowledge about first-person, events or the lived experiences of students in certain educational contexts and seldom connect their methods from phenomenological philosophy. This article highlights the uniqueness and value of phenomenology and discusses the phenomenological interview, how to collect field notes and explicate data in a purely phenomenological paradigm and to provide a useful resource to postgraduate education students who are considering applying this research method to their study. This approach offers educational researchers a radical empiricism, a flexible structure, and a dialogical community of support

Keywords: phenomenological approach, uniqueness and value, radical empiricism, flexible structure, dialogical community.

Introduction

Researchers are often overwhelmed by the plethora of research methodologies, making the selection of an appropriate research design for a particular study. The aim of this article is to illustrate to researchers, both novice and experienced but with little experience in phenomenology, a thorough design, complete with an explication of how it was implemented. Phenomenological research differs from other modes of qualitative inquiry in that it attempts to understand the essence of a phenomenon from the perspective of participants who have experienced it (Christensen, Johnstone & Turner, 2010). The focus, then, in this type of research, is not on the participants themselves or the world that they inhabit, but rather on the meaning or essence of the interrelationship between the two (Merriam, 2007). The task of a phenomenological researcher is to uncover the essence of the phenomenon that they are attempting to study. Phenomenological research has specific

techniques that aid this process, such as bracketing and imaginative variation.

Background

The study of phenomenology has its roots in philosophy and has been studied in various forms throughout history (Merriam, 2014, Moustakas, 1994). Phenomenologists are interested in the analytical and descriptive experience of phenomena by individuals in their everyday world, the phenomenological term for this being the life world (Creswell, 2013). For example, a phenomenological study on anorexia may concentrate on the experience of what it is like to be an anorexic from the individual's point of view and try to describe how he or she interprets the everyday world. Phenomenological research would endeavor to capture the essence of the experience rather than measure the number of anorexics or define the causes of anorexia. Phenomenologists are interested in all types of human experience, which can include both the mundane, such as being at home as well as dramatic experiences

of everyday life. They perceive that human experience of the everyday world is a valid way to interpret the world. They, therefore, reject the notion that the detached scientific empirical tradition is the superior method of research. The phenomenon being studied is not measured or defined through the lens of its accepted reality; rather an understanding is sought of how the participants make sense of their everyday world.

Statement of the problem

The problem addressed in this study is how the participants experienced the phenomenon investigated rather than any preconceived perception the researcher may have of the phenomenon being studied. The phenomenological reduction process assists the researcher with this, allowing the researcher to keep an open mind and listen in a receptive manner to the participants. In traditional phenomenological research this is achieved through the phenomenological process of epoche, also known as bracketing. Imaginative variation is the methodological step that allows the researcher to uncover the structural themes sourced from the textural descriptions, which were produced during the process of phenomenological reduction.

Rationale of the study

Phenomenology and Education both hold a variety of interpretations as well as cultural, political, and practical research perspectives. Thus, paradigmatic distinctions regarding ontological, epistemological, and methodical relevance must be made in order to orient this presentation. First, there is a distinction between phenomenology as a philosophical endeavor performed by philosophers or philosophers of education, and phenomenology as a methodological

endeavor performed by professional educators within education, an orientation included in what is called phenomenology of practice. Second, there is a distinction between Education understood as an applied field of study supported by the epistemologies of foundational disciplines such as psychology, sociology, and philosophy and education as a discipline with its own conceptions and theories, based on educational approaches to educational questions.

Aims & objectives

The purpose of this phenomenological study is to -

- i) Explore how teachers describe their experience with education within the context of a phenomenology. Education will be generally defined as any curriculum, lesson, discussion, learning opportunity, or educational activity or component related to ideal environment with which teachers identify, acknowledge, utilize, or have any other interaction that would result in the formation of an opinion.
- ii) Enhance and strengthen the current body of research on school implementation.
- iii) Provide authentic, real-world examples and instances of phenomenological study making a positive impact.
- iv) Develop further recommendations based on study outcomes.
- v) Reflect on or uncover the primal meanings of this phenomenological insights is that they can be surprising, deep, unexpected, and yet somehow recognizable
- vi) Uncover the essence of the phenomenon that new researchers are attempting to study. Phenomenological research has specific techniques that aid

this process, such as bracketing and imaginative variation.

vii) make familiar to the new writer who seeks to write in phenomenological framework.

Key concepts explored

The major concepts to explore are-

- ❖ **Cluster of meanings** - Participants statements that address the phenomenon being researched are first collected with repetitive and overlapping statements then delineated.
- ❖ **Epoche/bracketing-** The researcher purposefully sets aside any preconceived knowledge or everyday beliefs he or she believes might be used to explain the phenomena being investigated. This allows the researcher to listen and record the participant's description of an experience in an open and native manner.
- ❖ **Essential, invariant structure: Essences-** A description of the underlying structures of the phenomenon being investigated. It includes phenomena that are universal and are experienced by all the participants. They are uncovered by the researcher through analyses of the interview data, which contain the first hand experiences of the phenomena described in detail by the participants.
- ❖ **Imaginative variation-** This is the third step in phenomenological research and follows the process of phenomenological reduction. The function of Imaginative Variation is to take the varying perspectives of the participants and to unify them into structural themes so that they represent the essences or underlying structures of the experiences.
- ❖ **Life world-** Husserl (1970), the founder of phenomenology, coined this

term to describe everyday self-experience with the world around us. For the participants in the study, this would relate to their experiences of everyday life in a school that attempted to cater to their atypical academic needs.

The study- A Phenomenological study of advanced learners in educational settings suited to their academic needs

The transcendental phenomenological approach was selected for the study that is used as an example in this article. The researcher selected this approach, as they were interested in the lived experience of gifted students attending schools that purposely provided for their unique academic needs. Most research in this area had, until this point, been carried out from the outsider rather than the insider perspective (Seaton, Marsh & Craven 2009). This study set out to describe the gifted child's experience from their own perspective rather than that of the outside academic. Through the participant's rich, in-depth descriptions of their life world as well as the researcher's use of phenomenological transcendental processes such as epoche, an understanding was achieved on how gifted primary aged students experience the specialized school setting.

Literature review

In this paper, a literature review and conceptual framework has not been included from the study, as the intent there is to illustrate the methods and procedures of data collection, as well as the organization, analyzing, synthesizing and presentation of findings in transcendental phenomenology. The organizing and analyzing of data in this study was largely based on Moustakas's and Giorgi (1985) qualitative adaptation of the Husserlian transcendental phenomenological approach. Groenewald, Thomas (2004) explained the design of phenomenological research in detail.

Elisha Hall, Weiwen Chai & Julie A. Albrecht (2016) have discussed a

qualitative phenomenological exploration of teachers' experience with nutrition education. Tone, Saevi (2014) has stated the merit and demerits of phenomenological philosophy in educational research. Eddles-Hirsch, K (2015), has discussed the relationship between Phenomenology and educational research. Stolz, Steven A. (2020) elaborately explained the role of phenomenology and phenomenography in educational research.

Research questions

The research questions that guided this study:

- 1) How do primary aged gifted students perceive and experience the social contexts of schools that actively seek to cater to their atypical academic needs?
- 2) Do gifted girls and boys experience the social context of schools that provide them with extension classes differently?
- 3) What are the social and emotional outcomes of these types of school environments and how do they relate to the gifted children's experience of being gifted in a school that actively sought to cater to their atypical academic needs?

Selection of sample

According to Hycner (1999) "the phenomenon dictates the method (not vice-versa) including even the type of participants." Following the phenomenological tradition, participants were selected who had experienced the phenomenon being researched and were willing to describe it in a tape recorded interview. Phenomenological samples do not usually have a large number of participants, as the data collection process requires an in depth study of human experience. However, such studies need enough participants to offer

different experiences of the phenomenon being studied (Moustakas, 1994). For this phenomenological study, 29 academically advanced students who had experienced school settings that actively sought to cater to their atypical academic needs were required. Participants were randomly selected from extension classes in order to ensure that diverse perceptions of the school environment were heard. The participants and their parents were both sent Informed Consent Documents several weeks before the interview process commenced. The anonymity of the participants in this study was assured by the adoption of self-selected pseudonyms.

Based on Bailey's (1996) recommended items, the researcher developed a specific informed consent 'agreement', in order to gain the informed consent from participants, namely:

- That they are participating in research
- The purpose of the research (without stating the central research question)
- The procedures of the research
- The risk and benefits of the research
- The voluntary nature of research participation
- The procedures used to protect confidentiality

Collecting data

In a phenomenological study, the in-depth interview transcript forms the basis of the data. It is through the participant's descriptions of the phenomenon being investigated that the researcher is able to uncover the invariant structures or essences of the phenomenon being investigated.

Questions in the interviews were concerned with the participants'

perceptions of their everyday lived experiences in the specialized school environment. The questions devised for this study were intentionally open-ended in order to give the participants the opportunity to voice their own thoughts and opinions of life in this type of school setting. The use of bracketing throughout the interview process further contributed to the process of gathering information from the participant's perspectives.

Interview schedule

Opening questions were the same for each participant and were given to encourage each child to begin describing his or her perceptions of life world in the school. These included:

Organizing, analyzing and synthesizing data

Following a modified version of Moustakas's (1994) recommendations of data analysis, the researcher transcribed and analyzed the interviews. The fact that, the researcher personally transcribed the majority of the interviews in this study helped with this process, as listening to each of the participants repeatedly helped the researcher to become familiar with his individual experiences and different perceptions of school life.

Second interviews were conducted once the researcher had transcribed the first interviews, which allowed the researcher to follow up on questions that had been introduced during the first interview and validate the raw data. Interviews were also carried out with key personnel that had emerged as important figures in the participants interviews.

The method followed in this study is based on a model or scheme developed by Leonard Schatzman and Anselm Strauss supplemented by Robert Burgess. Four types of field notes were made:

- Observational notes (ON) - 'what happened notes' deemed important enough to the researcher to make.
- Theoretical notes (TN) - 'attempts to derive meaning' as the researcher thinks
- Methodological notes (MN) - 'reminders, instructions or critique' to oneself on the process.
- Analytical memos (AM) - end-of-a-field-day summary or progress reviews.

Research protocols

Schurink, Schurink and Poggenpoel (1998) emphasized the truth-value of qualitative research and list a number of means to achieve truth. In this study, the phenomenological research design contributed towards truth. The researcher bracketed himself consciously in order to understand, in terms of the perspectives of the participants interviewed the phenomenon that the researcher was studying, that is the focus [was] on an insider perspective" (Mouton & Marais, 1990). Thereafter subjects received a copy of the text to validate that it reflected their perspectives regarding the phenomenon that was studied.

Findings

The essential structure of the phenomenon described by the participants in the composite description was then transformed into educational language, which was analyzed in order to address the research questions.

Implication of the study

The phenomenological approach to educational research presented in this article includes an understanding of research exactly as a reflexive understanding beyond the research activity as such in order to maintain the phenomenological lived quality of the particular educational situation and to acknowledge a personal and cultural remembrance of what it means to be a

child and young person. The relation between phenomenology and education requires a responsible remembering of the character of educational situations and an awareness of the logic of educational practices as being self-sustaining and therefore only partly researchable. This understanding of educational research is seen in a variety of phenomenological publications, mainly in the European traditions and approaches.

Limitations

Due to the nature of its construct, there are limitations to qualitative research in general and phenomenological research in particular. Limitations include, in most cases, the small number of participants who participate in phenomenology, as researchers make sampling choices that enable them to deepen understanding of whatever phenomenon is being studied. Due to Covid-19 everything is done in online mode. Another limitation is because the nature of phenomenological study includes participants few in number, findings from qualitative research cannot be generalized to the whole population.

Conclusion

This article has attempted to describe the phenomenological research processes and procedures used in a dissertation/thesis. While a brief history of phenomenological methodology, its various approaches have been outlined, the researcher has concentrated on how data was collected, organized, analyzed and synthesized in this transcendental phenomenological study. It is hoped that this article will be of benefit to postgraduate research students who have selected transcendental phenomenology as their research approach.

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