



ISSN 0975-0797

JOURNAL OF EDUCATION & PEDAGOGY

Volume-XI, No. 2, Dec. 2019

(A Peer Reviewed/Refereed International Research Journal)

Published Biannually

By National Educationist Council

EDITORIAL BOARD

- Chief Executive Editor** : Dr. Harendra Singh, Professor & Principal/Director, D.P.M.(P.G.) Institute of Education, Behsuma, C.C.S. University, Meerut, India
- Executive Editors** : Dr. Neelam Kumari, Head of English Department, Kisan Post Graduate College, Simbhaoli, C.C.S. University, Meerut, India
: Dr. R.S. Mishra, Former Reader, C.S.S.S.(P.G.) College, Machhra, C.C.S. University, Meerut, India
- Members** : Dr. Olena Vynoslavska, Professor & Head of Psychology and Pedagogic Department, National Technical University, Kiev, Ukraine
: Dr. Theodore W. Frick, Professor of I.S.T. Department, School of Education, Indiana University, Bloomington, USA.
: Dr. Dzintra Ilisco, Professor & Docent Chair, Institute of Sustainable Education, Dugavpils University, Latvia.
: Dr. Joseph Wamutitu, Egerton University, Njoro, Kenya
- Advisory Board** : Prof. Rajarshi Roy, Vihwa-Bharti, Shantiniketan West Bengal, India
: Prof. Sunita Mishra, Dean & Head B.B.A. University, Lucknow
: Mohd. Shamsuddoha, University of Chittagong, Bangladesh
: Prof. Aeجاز Masih, IASE Jamia Milia Islamia, New Delhi
: Prof. B.D. Sharma, Formerly with Atlanta University, USA
: Prof. I.S. Sethi, Former Head, Punjabi University, Patiala
: Dr. T.R. Kem, Former Secretary, U.G.C., New Delhi
: Dr. Pranav, MJP Rohailkhand University, Bareilly
: Dr. K.R. Singh, E S, S G S U K L, London UK.
: Dr. S.K. Verma, C R E N A Un., Maxico

All contributors to this journal will receive a complimentary copy of the issue, if they submit self addressed Rs. 50/- stamped envelop alongwith the subscription of the journal.



ISSN 0975-0797

JOURNAL OF EDUCATION & PEDAGOGY

Volume-XI, No. 2, Dec. 2019

(A Peer Reviewed/Refereed International Research Journal)

Published Biannually

By National Educationist Council

CONTENTS

1. Reprinting of "*An Innovative Approach to Complement SEL Programs: A Pilot RCT with Adolescent Students*" 1-2
**Rebecca A. Prostko, Bernadette Lange
Isadore Newman & Bhaskara Pillai**
2. Causes of Students' Low Transition Rates from Primary to Secondary Schools: Case Study of Kitui County, Kenya 1-10
Muriuki Judy Njeri, Gakunga Komo Daniel & Gatumu Haniel Nyaga
3. A Study of Psycho-Physiological Effects of Surya Namaskar on Adolescent Students 11-31
Sarita Sharma
4. A Study of Relationship between Teaching Effectiveness and Personal Values of the Secondary School Teachers 32-41
Harendra Singh
5. Cognitive Apprenticeship Model of Learning 42-49
Padmanabha C.H.
6. A Study of the Role of Social Media in Learning English Language (Reading Skill) Among Upper Primary Children 50-53
Ajai Kumar & Sonu Rani
7. A Comparative Analysis of Attitudes of Govt. and Private Secondary Schools Teachers of Ghaziabad 54-58
Anita
8. A Study of Social Media Addiction among Youth Students 59-66
Kaundan Singh
9. A Study of Secondary Level Teachers in Relation to their Stress, Personal Values and Teaching Effectiveness 67-74
Ganga Dass Singh

An Innovative Approach to Complement SEL Programs: A Pilot RCT with Adolescent Students

(Reprinting of this paper/article on the request of Mr. Bernadette Lange with correction in terms of addition of co-authors name)

Rebecca A. Prostko*, Bernadette Lange Isadore Newman*** & Bhaskara Pillai******

* Mdicl Driector, Ekadanta Research Partnrs, LLC, Palm City Florida, USA

** Associate Professor (Retd.) Florida Atlantic University, Boca Raton Florida, USA Email: blange@fau.edu

*** Professor Emeritus, University of Ohio, Akron, Ohio, , USA

**** Adjunct Professor, University of Madras, Chennai, India

ABSTRACT

Social Emotional Learning (SEL) programs provide a holistic framework to support students at risk to achieve curricular outcomes such as awareness, self-management, social awareness, relationship skills, and responsible decision making. Complementary approaches to SEL programs, such as Mindfulness, are effective in achieving a holistic pedagogical approach to classroom education. The purpose of this pilot randomized Control Trial (RCT) was to implement the complementary approach of Phonemic Intelligence (PI) with students (N = 121) at inner city and rural school locations in the United States. PI utilizes phoneme pronunciation, hand motions and positive affirmations as a 6 -7-minute exercise twice a day in the classroom. As an advanced mindfulness technique, PI can strengthen the core cognitive systems of attention and working memory to bolster resilience in high stress cohorts such as students at risk. The aim of the study was to determine if the PI program would increase academic performance. Results showed statistical significance with the addition of PI practice and the innovative approach of PI warrants further investigation. The PI program has recently been implemented in schools in Goa, India

Key words: Innovative Approach, SEL Programs, Pilot RTC, Adolescent

Causes of Students' Low Transition Rates from Primary to Secondary Schools: Case Study of Kitui County, Kenya

Muriuki Judy Njeri*, Gakunga Komo Daniel and Gatumu Haniel Nyaga*****

* Assistant Lecturer, Department of Psychology, Counselling and Educational Foundations, Laikipia University, P.O Box 1100, Nyahururu, Kenya. E-mail: judynje84@yahoo.com

** Lecturer, Department of Educational, Foundations, University of Nairobi, Kenya.

*** Senior Lecturer, Department of Education, Psychology, University of Nairobi, Kenya

ABSTRACT

The purpose of this study was to investigate causes of low students' transition rates from primary to secondary schools in Kitui central district, Kitui County, Kenya. The following objectives guided the study: to establish how socioeconomic factors, cultural factors, FPE enrolment increments, tripartite hierarchy of form one selection criteria and pupils' performance in KCPE examination were affecting low students' transition rates from primary to secondary schools. A descriptive survey research design was used. The target population was 739 which included 714 primary school teachers and 25 secondary school head teachers. A sample of 112, which included 10 head teachers, was selected using simple random sampling. And 102 primary school class teachers were selected using purposive sampling from 40% (34) primary schools which were selected simple random sampling. A sample of 15.2% was greater than the minimum 10% recommended by (Mugenda and Mugenda, 2003) as the representative sample of the targeted population. Data were collected using a Head teacher's and primary school class teacher's questionnaire. Data were analyzed using descriptive statistics, involving frequency distributions, means and percentages. The study findings showed that: the high cost of secondary education and poverty; FPE increased enrolments and the KCPE performance and secondary form one intake by space not by all who qualify to join secondary schools were causing low students' transition rates from primary to secondary schools. Cultural factors and tripartite secondary schools' form one selection criteria did not cause the students' low transition rates from primary to secondary schools. The conclusion was that cost of secondary education, poverty and the number of qualified primary school students compared to the available secondary school vacancies caused the low students' transition rates from primary to secondary schools in Kitui central district. Thus, the study recommended a policy framework that enhances economic empowerment and creation of more secondary school places.

Key Words: Low Transition Rate, Kitui County, Cultural Factor, Pupils Performance.

A Study of Psycho-Physiological Effects of Surya Namaskar on Adolescent Students

Sarita Sharma

Reader, Basic Teachers Training College, CTE, Gandhi Vidya Mandir, Sardarshahar (Raj.) India

E-mail saritabtcc@gmail.com

ABSTRACT

Surya Namaskara is a gift of Indian heritage to mankind, by which human can attain over all personality development- body, mind and Intellect. It is universal in application irrespective of caste, creed, religion, gender and nationality. Surya Namaskara is a unique exercise, which gives the benefits of Sthula as well as Kukshma Vyayama. Any able-bodied person from 8 years to 80 years can perform this exercise. It is specially beneficial for students for children in their growing age.

The present research paper has done to explore the effect of frequency and duration of practicing Surya Namaskar on Psycho-physiology of the adolescent students. Experimental research methodology & designing is used for the investigation, in this paper used experiment design, sample, procedure, used tools, techniques and statistics have been discussed comprehensively along with analysis and interpretation of the collected data. Conclusions, suggestion and action plan are given on the basis of detailed analysis of data which are mention in 24 tables & 17 graphs for clarification and presentation of the standard scores or data and analysis.

Key Words: Surya Namaskar, Psychophysiology, Mental Health, Self-concept, Frequency, Duration, Adolescence.

A Study of Relationship between Teaching Effectiveness and Personal Values of the Secondary School Teachers

Harendra Singh

Professor & Principal/Director, D.P.M. (P.G.) Institute of Education, Behsuma, Ch. Charan Singh

University, Meerut (U.P.) India, Email: harendra_2k@yahoo.in

ABSTRACT

The study related with the teachers in relation to their Teaching Effectiveness and Personal Values of secondary level teachers. Objective of this study is the study of secondary level teachers in relation to their personal value and teaching effectiveness and hypothesis is there is no relationship between personal values and teaching effectiveness. This study is delimited to teachers of secondary schools situated in Meerut region. In the present study a sample 300 teachers of secondary schools of Meerut region were selected. For measuring the Personal value questionnaire P.V.Q. developed by Dr. G.P. Sherry and Dr. R.P. Verma and Teaching Effectiveness Scale developed by Dr. Gangadass Singh was used to collect data for the present study. Researcher finds that Out of 10 dimensions of personal value, only two dimension namely, Knowledge value and Family prestige value is significantly related to teaching effectiveness of the teachers.

Key words: Secondary School Teachers, Teaching Effectiveness & Personal Value

Cognitive Apprenticeship Model of Learning

Padmanabha C.H.

Assistant Professor, College of Education, Srinivas University Mangalore (Karnataka) India
Email: haipadmanabha@gmail.com

ABSTRACT

Cognitive apprenticeship is an on the job learning situation in which an expert practitioner helps a learner to develop complex cognitive skills. Throughout the past instruction and learning have been based on apprenticeship. Children learn the basic skills such as speaking, growing crops, connecting electric cables without going to school. Rather, it is the grown-up in their family and communities who show them how to do it. We learn through apprenticeship. We learn languages from our families; apprenticeship requires a very small teacher to learner ratio. Through apprenticeship we can improve our schooling. Learning is embedded in a social and functional context. Apprenticeship domain of learning gives definite methods through a combination of examination, training, and practice. Cognitive apprenticeship give emphasis to that knowledge must be used in solving real world problems. Conceptual knowledge and realistic knowledge are learned by using them in a diversity of contexts, encouraging both a deeper sympathetic of the meaning of the concepts and facts themselves. This will create a web of memorable associations between them and the problem solving contexts. Cognitive apprenticeship is a model of training that works to make learning meaningful. Does our education system provide any opportunity for apprenticeship mode of learning? Do we validate the concept of apprenticeship learning? How does a teacher can promote apprenticeship learning? Keeping the above research questions in mind the investigator thoroughly studied theoretical concept of cognitive apprenticeship. It also provides educational implications of cognitive apprenticeship.

Key words: Cognitive apprenticeship, Apprenticeship, framework for Cognitive apprenticeship, Principles for designing cognitive apprenticeship environment.

A Study of the Role of Social Media in Learning English Language (Reading Skill) Among Upper Primary Children

Ajai Kumar* & Sonu Rani**

* Associate Professor & Head, Department of Education, Meerut College, Meerut (U.P.) India

** Research Scholar, Dept. of Education, Meerut College, Meerut (U.P.) India Email: radhatradersdpr@gmail.com

ABSTRACT

Research paper in hand focused on comparison on overall English reading skill of upper primary school students belonging to Social Media user & not user group. The objective of the study was to compare overall English reading skill of the upper primary student using social media and non-using social media.

Survey method of research was used in the study. Population of upper primary schools recognized by C.B.S.E., New Delhi & located in Dhampur City of Bijnor District. 100 students formed the sample of the study. Sample was selected using random sampling technique at school level. Oral app has been used a research tool for measuring reading skill of the student. Obtained data was analysed using N.P.C. and t-test statistical techniques. Finding of the research paper indicated that upper primary school student using social media exhibited superior English reading skill to their counter part upper primary students not using social media.

Key words: Social Media, English Language, Primary Children

A Comparative Analysis of Attitudes of Govt. and Private Secondary Schools Teachers of Ghaziabad

Anita*

Assistant Professor, NECST, Ghaziabad (U.P) India, Email: dranitaipem@gmail.com

ABSTRACT

The present study aims to compare the Attitude of Govt. and private Secondary schools. Using stratified random sampling technique 400 teachers (200 Govt. and 200 Private) belonging to the U.P Board and CBSE Board of Secondary schools of Govt. and Private are chosen. Ahluvalia Teacher Attitude Inventory Test (1974) was used for data collection. 't' test was used to find out significance difference on attitudes between Govt. and Private school teachers. Result shows that teachers have more favourable attitudes than private secondary school teachers on composite scores of attitude. However as far as attitude on factor wise analysis is concerned. Govt. Secondary school teachers have favourable attitude towards teaching profession (factor01). Educational process (factor-04) and pupils (factor-05) than private secondary school teachers and on the other factors their attitude is almost same.

Key Words: Attitude, Teaching Profession, Emotion, Feelings

A Study of Social Media Addiction among Youth Students

Kaundan Singh

Research Scholars (Department of Education & Allied Sciences) Mahatama Jyotiba Fule Rohilkhand University, Bareilly, UP (India) Email- kundan.softmail@gmail.com

ABSTRACT

The broad use of social sites or social media networking has been on the rise among the new generation youths. In modern world, life cannot be imagined without Facebook, YouTube, WhatsApp, Instagram, LinkedIn, Twitter and other social media sites. Social media has made a promise to set up connections among the people with its existence. Nowadays many research studies have been investigated that social media is appearing anti-social, because social activities and engagement of youths with society is decreasing day by day. To administer the present study 200 youths have been selected by purposive sampling, studied in Mahatama Jyotiba Fule Rohilkhand University, Bareilly in Uttar Pradesh (India). This paper is an attempt to analyze the pattern of social networking usage and negative impact of social media on youths.

Keywords: Facebook, Social Media, Social networking, Twitter, WhatsApp, Anti-social.

A Study of Secondary Level Teachers in Relation to their Stress, Personal Values and Teaching Effectiveness

Ganga Dass Singh

Research Scholar, Department of Education, Mewar University, Chittorgarh (Rajasthan) India,
Email: gangadassingh@gmail.com

ABSTRACT

The study related with the teachers in relation to their Stress, Personal Values and Teaching Effectiveness of secondary level teachers. Objective of this study is A Study of Secondary Level Teachers in Relation to their stress, personal value and teaching effectiveness. This study is delimited to teachers of secondary schools situated in Meerut region. In the present study a sample 300 teachers of secondary schools of Meerut region were selected. For measuring the teachers' stress Dr. H. Singh's Teachers Stress Inventory, for Personal value questionnaire P.V.Q. developed by Dr. G.P. Sherry and Dr. R.P. Verma and Teaching Effectiveness Scale developed by researcher was used to collect data for the present study. Researcher finds that Out of 300 respondents of secondary level teachers, Out of 300 respondents of secondary level teachers, 7.66% teachers perceive high stress, 9% perceive very low stress and remaining 83.33% teachers exposed average stress in the secondary level teachers, all respondent of secondary level teachers exposed average personal value and 16.66% teachers perceive high stress, 14.66% perceive very low stress and remaining 68.66% teachers exposed average of teaching effectiveness in the secondary level teachers.

Key words: Secondary School Teachers, Stress, Personal Value & Teaching Effectiveness

CALL FOR PAPERS

The Journal of Education & Pedagogy is addressed to the international readers, researchers & educationists and published twice a year, in June and December by the National Educationist Council.

It invites unpublished and original research papers, book reviews, Ph.D. thesis reviews, summaries, reports etc.

*Short communication to review articles, reports of conference, summary or views on government reports, debatable issues, etc. are also welcome.

*Authors/Publishers are also welcome to send books or book review to the Editor for the publication of review in the journal.

GUIDELINES FOR CONTRIBUTORS

1. Electronic copy must be sent to the Email: jepnec@gmail.com and copy forwarded to harendra_2k@yahoo.com. Article/paper must be in MS-Word document in Times New Roman in font size 11 (Paper in other format will not be accepted)
2. Papers/articles should be original & unpublished contribution. Papers should be accompanied by a declaration that the material is original, has not been published elsewhere in part or full and the same has not been submitted for publication in any other book or journal or elsewhere. Submission of research papers/articles will be held to imply that it has not been previously published and is not under consideration for publication elsewhere and further that if accepted, it will not be published elsewhere.
3. Email of the research paper/article should be submitted along with an abstract not more than 200 words. The length of a paper including tables, diagrams, illustration etc. should be between 3000 to 5000 words, along with author's brief resume, contributor must be subscribe the journal. A copy of the journal will be sent to the contributor by ordinary post, if he/she subscribes journal.
4. Editorial board has all rights for publication/making any alteration/change in the paper/article or refusal. No correspondence will be entertained regarding the publication of articles/papers. Refused articles/papers will not returned. Editorial board has rights to publish research papers/articles etc. in any of the journals published by NEC or its collaborative publication.
5. Paper received from 1st July to 31st December will be considered for June volume and from 1 January to 30 June will be considered for December Volume of the Journal.
6. The paper once submitted to this journal should not be resubmitted simultaneously to other journals or else where for consideration.
7. All papers submitted to the journal will be the property of National Educationist Council and subject to blind review. To ensure anonymity, the author's name, designation, affiliation, official & residential address and other details about author should only appear on the first page along with the title of the paper. Second page should start with the title of paper again followed by text.
8. Footnotes in the text should be numbered consecutively in plain Arabic superscripts. All the footnotes, if any, should be typed under the heading 'References' at the end of the paper immediately after 'Conclusion'.
9. For citation of books (a) the author's name should be followed by the (b) title of the book (c) year of publication or edition or both (d) page number (e) name of publishers and place of publication.
10. All references should be alphabetically arranged at the end of the text. Style should follow: author's name, forename/initials, date of publication (italicized in case of a book, and in double quotations in case of an article, and the source, Journal or book underlined or italicized), place of publication, publisher, page numbers, and any other additional information. Journal articles should contain complete information regarding volume number, issue number, date, etc. A few examples are as follows:
 - * Malik, A.P. (1998) Education Policy and Perspective. New Delhi: Allied.
 - * Majumdar, Ramesh (1997) "The Role of the Society", Journal of Educational Views, 1 (3 & 4), July-October, pp. 1-11.
 - * Ganeshan, P.R. (1989) "Educational Finances in a Federal Government", Seminar on Mobilisation of Additional Resources for Education. New Delhi: National Institute of Economic Planning (mimeo).

Note: *Note: Note: Kindly send your paper for publication in the journal as following format- Topic of the research paper, abstract, key-words, Introduction discussing problem, the paper focuses and its theoretical background, Statement of the Problem, Objectives of the Research Paper, Hypothesis, if any, Population, Sample, Tools used in data collection, Process of data collection, Findings and References. No Need to write above sub-headings of the paper but the paper should contain description related to them. All Correspondence should be Email to: jepnec@gmail.com and copy forwarded to harendra_2k@yahoo.com.*

JOURNAL OF EDUCATION & PEDAGOGY

(A Peer Reviewed/Refereed International Research Journal)

Published Biannually in June & December every year

SUBSCRIPTION FEE

	With in India	Out Side India / Abroad
One year	Rs. 1500/-	\$ 350

* Subscription amount should be submitted in the bank account:

The account detail:

UNION BANK OF INDIA, Meerut (Main) Branch, Meerut-250001 (U.P.) India,

A/C No. 306001010035323, IFSC Code: UBIN0530603,

the subscription form along with deposit slip should be send through Email to jepnec@gmail.com & copy to harendra_2k@yahoo.com

Format for Subscription Application

I, Prof/Dr./Mr./Mrs./Ms. _____ wish to subscribe the "Journal of Education & Pedagogy" for the year..... The prescribed contribution of journal subscription is deposited in the bank account through the transaction number dated of Rs..... Kindly send the journal at the following address (should be in Block Letters).

Details of Subscriber:

Name: _____ Designation _____

Official Address: _____

Phone & Mobile: _____

Email: _____

Signature

Residential Address:

Phone/Mobile _____

Note: Journal will be deliver through ordinary post, if you want through registered post or courier it is necessary to paid appropriate additional charge for postage according postal rules alongwith self addressed envelop (Postal delay or lost or damage of journal is not the responsibility of the National Educationist Council.