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An EP Journal of Vocational and Technical Education

Aims and Scope

An EP Journal of Vocational and Technical Education is a fully-refereed Journal concerned with developments in vocational and professional education and training. The journal welcomes submissions involving a critical discussion of policy and practice as well as articles based on empirical research and analysis. The focus is on policy, learning processes, assessment and accreditation in professional and vocational education rather than on any specific institutional or social context. Consequently, articles which address any aspect of formal or informal vocational learning in any tier of an education system will be reviewed. The journal has a well established international audience, and contributors are requested to bear this in mind when framing their submissions.

An EP Journal of Vocational and Technical Education

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Indian Scenario For Promotion Of Physical Education

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1. Introduction

The intrinsic linkage between sports and games and human quest for excellence was recognized ever since the inception of human civilization, reaching its epitome in the ancient Greek civilization, which was the progenitor of the Olympic movement. Games and sports are a very necessary part of life. They keep us healthy and refresh our weary minds. Sports and physical education are useful for both for our mind and body. Physically all become healthy and mentally become disciplined. Games give us wisdom and courage, and make us bold and confident. They develop in us a spirit of co-operation. They teach us to fight in a healthy spirit, like a player fighting or playing with his rival in the playground. An ideal player has no ill-will against anyone. In short, games help to make us good citizens. Our education is incomplete without sports. Games are very useful in keeping the students and citizens busy and in developing their personalities. In modern times; there has been increasing recognition of the role of sports in Development. The United Nation's adopted the theme of "Sport for Development and Peace" in its Agenda in 2001. The United Nations General Assembly celebrated 2005 as the "Year of Sport and Physical Education" thereby emphasizing the need to integrate sport and physical education into the overall development agenda. The World Development Report 2007 entitled "Development and the Next Generation" published by the World Bank also conveys a categorical message to government's and policy maker's across the world for investing in young healthy youth and their development.

National Sports Policy for India:

It will thus be seen that at the time of the formulation of our constitution, "sports" were seen as a form of recreation and little more, on par with "entertainment and amusements". The role of sport's in national development requires to be redefined to accord to sport's that critical role in youth development which is prerequisite of accelerated and inclusive national development. Physical education and sport's have been receiving support under Successive Five Year Plans, but received attention as a subject of policy only after India hosted the IXth Asian Games in 1982. The National Sports Policy, 1984 was the first move towards developing a conducive policy framework for the development and promotion of sport's in our country. The implementation of the National Sports Policy, 2001, that focuses on excellence and broad basing of sporting activities. The policy seeks to realise the unfulfilled objectives of the earlier government guidelines on sports which were included in the National Education Policy of 1986, "It was

felt that many objectives contained in the National Education Policy remained substantially unrealised. Therefore, in order to tackle emerging trends in sports the NSP has been formulated, The policy focusses on enhanced participation of women tribals and rural youth in sporting activities and encouragement to traditional games like archery, kabaddi and kho-kho. The NSP proposes to set up specialised sports schools in various parts of the country and make physical education compulsory in school curricula till the secondary stage, The development and upgradation of infrastructure is sought to be given a filip and incentives have been announced to attract corporate involvement in sporting activities. Companies would be provided 100 per cent tax concession on money spent on promotion of sports as assured by then Finance Minister Yashwant Sinha (in 2001) earlier. There was an urgent need to tap sporting talent from rural and tribal areas and the Centre would supplement the efforts of state governments in achieving this aim, “The Panchayati Raj institutions will also be involved in promotion of sports at the grassroots level and developing the required infrastructure, adding special emphasis would be given on encouraging sporting activities in the North-Eastern states. The policy also seeks to strengthen scientific coaching and provides for incentives to sportspersons who excel at the national and international levels. The policy, based on the recommendations of A.K. Pandya Committee submitted in 1984, envisages government support to all the national federations and other agencies involved in promoting sporting activities and the combining of sports with tourism. The Ministry of Youth Affairs & Sports proposes to have a national consultation on the draft comprehensive National Sports policy in 2007. The 2007 Sport's Policy fully recognizes the contribution of physical education and sport to personal development, especially youth development, community development, health and well-being, education, economic development and entertainment, and in the promotion of international peace and brotherhood, which is the spirit of Olympics. The Comprehensive National Sport Policy 2007 aims at the making the framework for sports in India more effective and inclusion with the full ownership and involvement of all stakeholders'. The policy aims at adopting a holistic approach to sports developments taking into account the health benefits, recreation benefits, education benefits, social benefits, economic benefits and source of national pride that it offers. So the need to require a alignment of responsibilities between the Union and State Government and the Indian Olympic Association, the Sports Authority of India, the National Sports Federation and their affiliated bodies at the state and district level, and corporate bodies. All of this in turn might require Constitutional changes and elaboration of a suitable legal framework.

Indian Scenario for Promotion of Physical Education

Almost a generation had rolled by before the concept of physical education percolated into India. Even then, when the National Council of YMCAs came up with the idea of imparting physical education with a well defined syllabus to students aspiring to teach sport and physical fitness as a professional science,

the move met with predictable skepticism. The programme of Government of India for Promotion of Physical Education and Sports continued to be implemented within the broad framework of the guidelines laid down in the National Policy on Education as adopted by Parliament in 1968. Countries like India, Which are experiencing a sharp rise in their youth population, enjoy a major advantage over others in terms of lower dependency ratios, which for investing in the future. Youth development through sport development assumes immense relevance, as it contributes to bringing youth together, overall personality development, and making youth more confident, focused, productive, and conversant with team work. It is these attributes that are essential to national development process. The two-fold objective of the current programme of the Central Government is participation in the main stream of internationally current programmes of physical education and sports simultaneously with the broad based mass participation and promotion of country's traditional and indigenous activities in this field. While formulating programmes for promotion of physical education and sports the complementary nature of competitive sports aimed at excellence and high achievement on the one hand and broad- based mass physical education and sports programmes on the other have been kept in view the salient features of the programme as implemented during the year at the Central level were as under All India Council of Sports The 3-year term of the All India Council of Sports, which has been set up by the Government of India to advise it on matters pertaining to promotion of sports and games and which was last reconstituted for a 3-year term in July, 1978 under the Chairmanship of Field Marshal S. H. F. J. Manekshaw expired on July 20, 1981. While reconstitution of the Council is still under consideration of the Government, and the term of the existing Council was extended for a period of 3-months. During 1981, while the Council held two meetings, its Executive Committee met three times. Our Government has repeatedly emphasized from several forums the key role of youth in national development. The single most important comparative advantage which India has over other's is that right through the first half of 21st century, India's youth population will be burgeoning while the developed world and even China will have to increasingly bear the burden of an ageing population. At the same time, this comparative advantage can be availed of only if we nurture our youth, educate them and impart to them the required skill's.

Development of Sports Infrastructure throug Five YearPlans:

In India, the integration of physical education and sports with formal education was emphasized in the First Five Year Plan itself. The Lakshmibai National Institute of Physical Education (LNIFE) at Gwalior and National Institute of Sports (NIS), Patiala were establish in the Second Five Year Plan. The National Coaching Scheme and the Rural Sports Programme were started in the Third Five Year Plan and expanded during the Fourth and FifthFive Year Plan's. Talent spotting and nurturing was emphasized in the Sixth Five Year Plan. The Seventh Five Year Plan focused on the creation of sports

infrastructure. The development of Rural Sports through a special Area Game was the thrust of the Eighth Five Year Plan. The Ninth Five Year Plan emphasizes the need of modern sports infrastructure. The Tenth plan sought to promote both the broad-basing of sports and the promotion of excellence in sports.

Society for the National Institutes of Physical Education and Sports:

The Society for the National Institutes of Physical Education and Sports(SNIPES), set up in 1965, as an autonomous body to look after the maintenance and administration of the two national Institutes of Physical Education and Sports, namely, the Netaji Subhas National Institute of Sports(NSNIS), Patiala and the Lakshmibai National College of Physical Education (LNCPE), Gwalior and also to, initiate steps for raising the standards of sports and games in the country through the National Coaching Scheme continued to function under the Chairmanship of Dr. Amrik Singh, Secretary of the Association of Indian Universities. SNIPES also carried out advisory functions at the national level in matters relating to promotion of physical education and yoga. SNIPES was last re-constituted for the 3-year term in June, 1979. During the year it held 4 Meetings and its Standing Committees also met to attend to the assignments given to them by SNIPES.

National Physical Fitness Scheme:

The Scheme, which was introduced by the Central Government in 1959, Programme to popularize the concept of physical fitness among the people and also to arouse their enthusiasm for higher standards of physical fitness and achievement, continued to be implemented during the year in collaboration with the State Governments/Union Territory Administrations and other selected agencies. The Lakshmibai National College of Physical Education, Gwalior, continued to function as the Central agency for implementation of the Scheme. The 22nd All India Seminar for the State Liaison Officers connected with the implementation of the programme was held at Pachmarhi to review the performance of the programme during the previous year and to formulate the proposals for the current year. The programme was accordingly implemented as per the present pattern during 1981-82 with a total participation target of 20 lakhs. The 21st All India Competition for National Award in Physical Fitness was held at Gwalior in February 1982. A large number of participants from different States and Union Territories took part in the competition.

Education and Promotion of Yoga:

Yoga is based on the complete control of body and mind. The promotion Scheme for Yoga, which is a part of the overall programme of Ministry for development of physical education and sports continued to be implemented during the year as per the existing pattern. The Kaivalyadhama Shreeman Madhava

Yoga Mandir Samiti, Lonavala (Pune) continued to be assisted for its maintenance and developmental expenditure for its research and/or teacher training activities in the field of Yoga. The recommendations made by a Review Committee which was, set up to assess the working of the Samiti and to make recommendations with regard to its projected development during the coming years have since been accepted by the Government. These recommendations include inter alia strengthening of the research and/or teacher training programmes of the Samiti Grants to Physical Education. This Scheme, which has been taken up as an independent Scheme from Teacher Training Institutions 1979-80 onwards, provides for financial assistance to physical education teacher training institutions, both Government as well as non-Government, through the State Governments, to cover 50% of the expenditure on specific projects for improvement of physical facilities in these Institutions like construction of gymnasias, swimming pools, development of play-grounds, and purchase of library books and sports equipment, subject to the ceiling of Central Government grants stipulated for each project. The scheme continued to be implemented during the year in consultation with SNIPES. On the basis of the recommendations made by SNIPES, a revision of the existing pattern of the financial assistance of the scheme so as to make its nature and scope more broad-based and its implementation more effective is under consideration with the Ministry.

Academics in the Field of Sports:

The Sports Authority of India has two functional wings relating to academics which are in the fields of sports and physical education. These are: Netaji Subhas National Institute of Sports, Patiala (NSNIS) and LNCPE, Trivandrum. (a) Netaji Subhas National Institute of Sports, Patiala. The Institute conducts academic courses for training of coaches and looks after research and development in sports related subjects. It conducts 24 months' diploma courses in fifteen sports disciplines and also offers 22 months' specialized post diploma master's course and 1 year post graduate diploma course in sports medicine. NSNIS is the only institute of its kind in the country and has so far trained 11,751 coaches at Patiala and at its centers at Bangalore (established in 1975), Calcutta (1983) and Gandhinagar (1987). In addition, under the Mass Sports Participation Programme, certificate courses of six weeks duration were held at these centers and 15,601 sports instructors have so far been trained. NSNIS is also conducting one year post MBBS Diploma course in sports medicine and 28 doctors have so far qualified. The period of this course has been raised to two year from the academic session 1993- 94. (b) LNCPE, Trivandrum. This College was inaugurated in 1984 and is fast developing in terms of infrastructural facilities, academic programmes and other essential requirements. This college offers a 3 year Bachelor of Physical Education (BPE) and 2 years M.PE degree courses. One hundred and forty six students (67 boys and 59 girls) are at present studying in the college. Up to the academic year 1995-96, 270 students have passed out from the college. Promotion of Sports Grants to State Sport Councils In consultation with, and on

the recommendation of the All India Council of Sports, financial assistance under the Scheme, as per the approved Pattern and in accordance with the order of priority laid down by the Council, was released to the State Sports Councils in States and Union Territories during the past years for development of following facilities:

Organization of State level coaching camps;

- (i) Maintenance of existing Rural Sports Centers and establishment of new Centers;
- (ii) Financial assistance for purchase of sports equipment;
- (iii) Development of play-fields;
- (iv) Construction of stadiums and swimming pools

National Sports Organization

The Scheme, which is being implemented through the University Grants Commission, Association of Indian Universities and the Netaji Subhas National Institute of Sports, aims at improving sports standards among college and university students and helping the talented sportsmen and women to achieve excellence in their respective sports disciplines. Whereas financial assistance is given through the University Grants Commission for construction of Gymnasia, development of play-fields etc. in colleges and Universities, the Association of Indian Universities have been entrusted with the job of organising coaching-cum-sportscompetitions among the college and university students. Similarly, 100 scholarships annually of the value Of Rs. 1200 per annum per student are' being awarded through the Netaji Subhas National Institute of Sports to outstanding College and University sportsmen and women.

Grants to National Sports:

The National Sports Federations /Associations are autonomous bodies Federations/Associations engaged in the promotion of sports and game' in general and their competitive aspect in particular. During the past years National Sports Federations/Associations continued to be assisted for various purposes viz.

- (I) Grant of passage cost to National Sports Federations for deputing teams abroad for participation in international fixtures;
- (ii) Holding of National Coaching Camps for preparing national teams for their participation in international events;
- (iii) Holding of Annual Coaching Camps;
- (iv) Receiving sports teams from abroad and sending Indian teams abroad.

All India Rural Sports Tournaments:

The country-wide programme of Rural Sports Tournaments was launched by the Central Government in 1970-71 with the twin object of involving a major segment of our youth in rural areas into the main stream of the country's sports activities and also to spot and nurture sports talent. The Programme at present involves an annual participation of about 15 lakhs rural youth right from the block level up to, the National level. The programme is being organized, by the Netaji Subhas National Institute of Sports, on agency basis, on behalf of the Government.

Some Schemes and Incentives for promotion of sports activities in India:

Cash Awards to Winners of Medals in International Sports Events Sports Talent Search Scholarship Scheme

Scholarships for Training of Specialists and Outstanding Sportspersons Sports Fund for Pension to Meritorious Sportspersons National Welfare Fund for Sportspersons

Travel Grant to Sports Specialists

Promotion of Sports and Physical Education among Women Rural Sports Programme

Rural Sports Clubs

North Eastern Sports Festival

Dr. B.R. Ambedkar Rural Sports Tournaments National Sports Festival for Women Evaluation of Sports Schemes

Exchange of Sports and Physical Education Teams/Experts SAF Games

Limitations in the field:

The investment made by most of the states in sports has been negligible, although a few states have shown the way to according a high priority to sport's. In consequence, we have not succeeded in providing universal access to sports, or creating a national sports culture, thus also impairing excellence in sports. It is estimated that out of a population below 35 years of some 77 crore, only 5 crore or so have any access to organized sports and games, to the neglect of nearly 72 crore of our children, adolescents and youth. Serious concern at this state of affairs has been expressed in various Parliamentary Committee Reports. Despite these Report's there has been little progress made in taking organized sports and games to children in rural India or in involving Panchayats in the promotion of such sport's and game's. The Parliament Standing Committee on Human Resources Development studied a wide range of issues concerning sports in 1998 and emphasized the need for bringing about reform's in sports management and governance in order to make it more dynamic, responsive, and responsible and result oriented. Some of the major problem identified by the Committee includes:

-
- Lack of sport's culture in the country.
 - The non integration of sport's with the formal education system.
 - The lack of coordination between all stakeholders.
 - The inadequacy of sport's infrastructure.
 - The inadequate participation of women in sports.
 - The lack of effective sport's system for talent identification and training and fair selection of teams.

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Multicultural Education! How Schools handle Learner Cultural Diversity at Four Zimbabwean Private Schools (1st Series)

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ABSTRACT

The article is part of a broad study that was carried to establish the extent to which multicultural education issues are being embraced at four private schools in Harare, Zimbabwe. This article specifically explored ways used by the schools to handle cultural diversity issues in the school. The study paradigm was largely quantitative though some elements of qualitative research were also employed in sampling. The survey design guided the study. The population included all 16 administrators and 115 teachers. Convenience sampling was used to come up with a representative sample of 4 administrators (one from each school) and 20 teachers (five from each school). Structured interviews were used to collect data from school administrators while questionnaires were administered to teachers. The results showed that there are school rules which are against discrimination. Schools also emphasize equality and equal treatment among learners and teachers. Christian values were also used to counter discrimination. Lastly the schools are also using Religious and Moral Education subject which emphasizes moral aspects of life. Teacher in-servicing is also used. The study concluded that while the schools are using brilliant ways of dealing with cultural diversity Christianity is given precedence over other religion which is a potential source of conflict. The study recommended that challenges of multicultural education should be addressed in teacher training programmes at college and university level. Schools were also encouraged to embrace religious pluralism. Lastly schools were recommended to involve and work more with parents on multicultural issues and activities

Key Words Culture, Multicultural Education, Teachers, Administrators, Learner Diversity, Private School

1.0 Introduction

Zimbabwe is one of the African countries that embrace multiculturalism in educational, political, economic and social aspects. The Constitution of Zimbabwe (2013) is the major law that shows everybody is welcome in all national activities. While Zimbabwe does not have specific stand alone laws on multicultural education she is a signatory to a lot of international charters on multiculturalism and non discriminatory education. Domestically there are a lot of policy frameworks that informs educational practice. These include the Zimbabwe Education Act (Education Act, 1987, revised 1996), the Disabled Persons Act (Disabled Persons Act 1992, revised 1996) and various Ministry of Primary and Secondary Education circulars such as (Education Secretary's Policy Circular No. P36, 1990). These require that all students, regardless of race, religion, gender, creed, and disability, have access to basic or primary education (up to Grade 7). The Zimbabwean Education Act introduced free and

compulsory education for all students regardless of any demographic differences implying support for multicultural education (Chireshe, 2011).

Zimbabwe has four major categories of schools. These include government owned schools, church owned schools, and council owned schools and trust or privately owned schools. The researchers experience as an educationist for about two decades has shown that while most schools enroll learners from different cultural backgrounds significant multiculturalism is in private schools. These schools are mainly run by trust funds and they are considered as elite schools. There is a mixture of learners in these schools inter alia, Blacks, Indians, Chinese, Coloureds, and Whites. What motivated the execution of this study is the need to find out the extent to which multicultural issues are being handled in these private schools. This study was broad in nature and has been published in parts or series. This current study sought to answer the question:

How do Schools handle Cultural Diversity Issues in Zimbabwean Private Schools?

2.0 Delimitations

The study was restricted to four private schools in Harare only. The private schools included two primary schools and two high schools. Thus respondents were two administrators and ten teachers from two primary schools while the remaining two administrators and ten teachers were from two high schools. Other private or public schools in and outside Harare were not covered in this study. The Early Childhood centres in the 4 private schools were also not part of the study.

3. Literature Survey

Meaning of Multicultural Education (MCE)

The concept of MCE has been talked about seriously after the Second World War. This follows the rapid increase in migration as states were gaining self rule. The increase in immigrants necessitated the call for cultural sensitivity in the schools. Multicultural education encompasses theories and practices that strive to promote equitable access and rigorous academic achievement for students from all diverse groups to enable them work toward social change. It is a process of educational that challenges oppression and bias of all forms, and acknowledges and affirms the multiple identities that students bring to their learning. Researchers and scholars have been finding it difficult to come up with a generally agreed definition of MCE. Instead, the majority of these researchers found it better to define multicultural education as a matrix of practices and concepts rather than a singular static notion. They agreed that MCE must be constructed within its history and roots in the civil rights movement (Banks 2004; Grant, Elsbree & Fondrie, 2004; Gay, 2004; Nieto & Bode, 2008; Sleeter & Bernal, 2004).

One of the most renowned scholars of MCE is James Banks. The meaning of MCE in this study is therefore in line with his definitions. Banks (2006) advanced a definition of multicultural education as a broad concept and extrapolated on five dimensions. These are content integration, knowledge construction process, prejudice reduction, equity pedagogy, and empowering school culture and social structure (Banks, 2004). Content integration deals with the infusion of various cultures, ethnicities, and other identities to be represented in the curriculum. The knowledge construction process involves students in critiquing the social positioning of groups through the ways that knowledge is presented. Prejudice reduction describes lessons and activities that teachers implement to assert positive images of ethnic groups and to improve intergroup relations. Equity pedagogy concerns modifying teaching styles and approaches with the intent of facilitating academic achievement for all students. Empowering school culture describes the examination of the school culture and organization by all members of school staff with the intent to restructure institutional practices to create access for all groups (Banks, 2004). According to banks, while these dimensions are inextricably intertwined, a lot of effort must be put by schools to address each dimension separately. This makes the foundation for MCE assesment.

Teachers are Key to MCE

Teachers are at the centre of providing multicultural education. They are the key stakeholders who may make MCE a success or a failure. Teachers who share their students' culture can minimize some of the differences between home and school. Often these teachers serve as role models, validating the identities of culturally diverse children. Considerable research (Delgado- Gaitan & Trueba 1991; Halcón 2001; Moll 2001; Ogbu 2001) indicates that teachers who do not share children's cultures can provide culturally compatible instruction if they understand the children's "cultural funds of knowledge," which can be thought of as the different ways of knowing, communicating, and doing that exist within diverse homes (Moll 1994, 2001). Teachers who understand and appreciate culturally different strengths and funds of knowledge are more likely to provide enriching and responsive learning environments that celebrate and capitalize on children's cultural differences. Beginning the journey toward increased cultural competence (the ability to understand diverse perspectives and appropriately interact with members of other cultures in a variety of situations) requires teachers to rethink their assumptions and consider life's issues through the lenses of people who come from cultural backgrounds different from their own. The activities most likely to increase cultural competence are those that immerse teachers in meaningful interactions with members of other cultures and promote cultural disequilibrium or a sense of being lost (Sleeter 1995). According to Delpit (1995) teachers cannot hope to begin to understand who sits before them unless they can connect with the families and communities from which their children come. To do that it is vital that teachers and teacher

educators explore their own beliefs and attitudes about others. Research has shown that the relationships that develop between parents and teachers are negative. On the teachers' side of the relationship, Galinsky (1989) notes that in the teachers' lounge parents are often spoken of negatively; if the word “black” or “woman” were substituted for “parent,” many of the comments would seem racist or sexist. On the parents' side of the relationship, many parents enter school assuming that teachers will ignore their concerns and alienate them from the classroom. Family-teacher relationships are essential for learning about the children from an additional and valuable source, promoting children's emotional health, and helping children deal with difficult problems that may have lifelong consequences. Gonzalez-Mena (2000) reminds teachers that when children come to school, it is important that the child does not lose her own culture while becoming part of the mainstream culture, since cultural identity and family connectedness are crucial for emotional health. This study sought to establish the extent to which teachers and parents are dealing and handling cultural diversity issues in Zimbabwean private schools.

Theoretical Framework

The study was guided by Social Reconstructionism which describes a complete redesign of an educational program. The notion of reconstructionism draws from Brameld's framework to offer a critique of modern culture (Sleeter & Grant, 2006). Such a redesign recommends addressing issues and concerns that affect students of diverse groups, encouraging students to take an active stance by challenging the status quo, and calling on students to collectively speak out and effect change by joining with other groups in examining common or related concerns (Sleeter & Grant, 1987, 2006). The study explored whether parents and teachers have embraced the need for reconstructionism among the children and learners respectively.

4.0 Methodology

The study was largely the quantitative though some elements of qualitative research were also employed in sampling. The survey design guided the study. Permission was first sought in writing at each school before data was collected. The population included all 16 administrators of the four schools that included school heads, deputy heads, senior masters and senior ladies. The four schools had a teacher population of 115. Convenience sampling method was used to come up with a representative sample of 4 administrators (one from each school) and 20 teachers (five from each school). While parents were a key stakeholder in this study, those approached expressed mixed feelings towards participation and were dropped. Teachers were in turn asked questions related to the parents which is a great limitation. Structured interviews were used to collect data from school administrators while questionnaires were administered to teachers.

Results

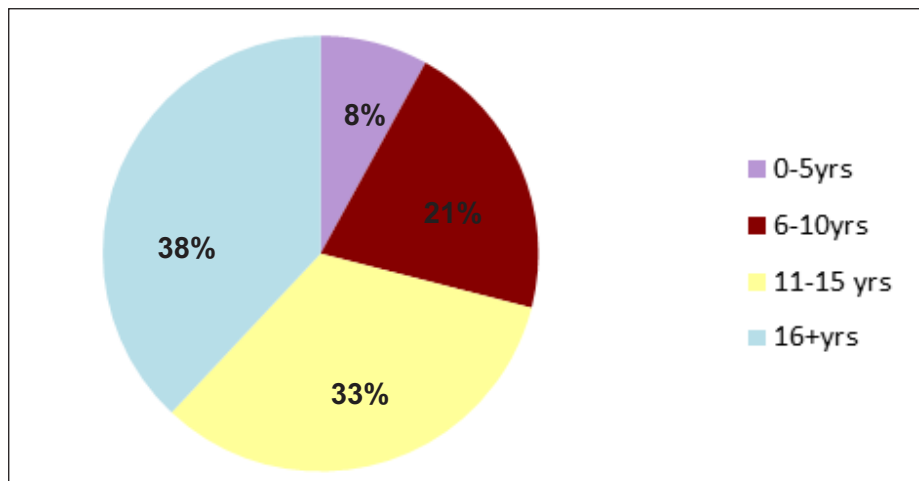
Demographic Data

Table 1: Response Rate

Respondents	Sample	No. from which data was collected	Response Rate
Administrators	4	4	100%
Teachers	20	20	100%
Totals	24	24	100%

From the information presented in the above table, it shows that the response rate was 100% for both teachers and administrators.

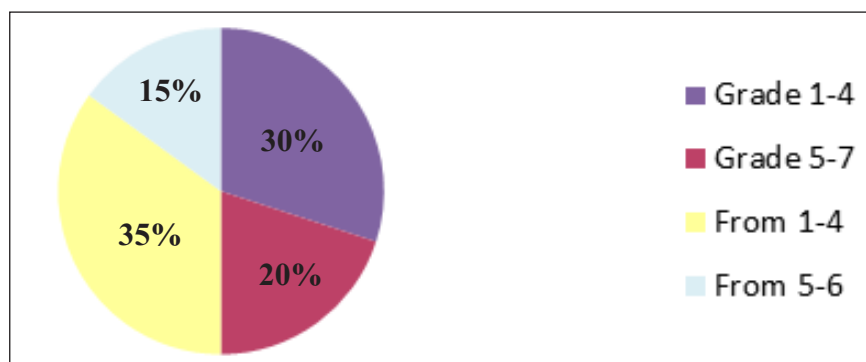
Figure 1: Distribution by experience- Length of Service



Information presented in Fig 1 shows that all administrators and teachers had great experience in private schools. Teachers were had mainly 11-16+ years of experience and all administrators had over 16 years of experience.

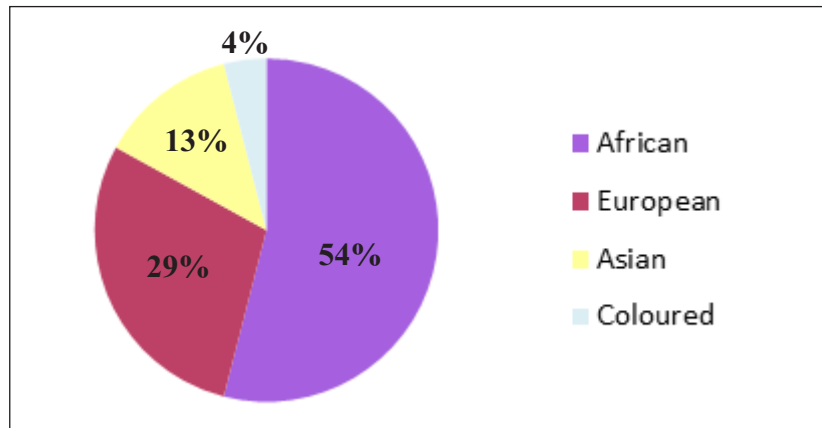
The research intended to establish the levels taught by the teachers and the following was established

Figure 2: Distribution of Teachers by levels taught



The data in Fig 2 shows that teachers from all levels participated, however concentration on respondents was from the lower primary and lower secondary which had 30% and 35% respectively. The upper primary and upper secondary accounted for the remaining 20% and 15%.

Figure 3: Distribution by Race



It was deduced that the majority of the respondents were African which constituted 54% Asians constituted 13%, and European constituted 29% while coloured constituted 4%.

How teachers and parents handled diversity in the schools

Question 8 for teachers was to establish whether they had dealt with issues that arose from cultural differences.

Table 2: Whether teachers had dealt with issues arising from cultural differences N=20

Response	Primary Schools		High Schools	
	Frequency	Rating %	Frequency	Rating %
Yes	9	90	4	40
No	1	10	6	60
Total	10	100	10	100

Table 2 reflects that teachers mostly in primary schools had dealt with clashes among students that had arisen from cultural differences. It also reflects that as children matured, they were more understanding and accepting cultural differences. 70% of teachers admitted not having dealt with issues of cultural differences. 10% were from primary schools and 60% were from high schools.

Question 9 for teachers requested them to cite the major sources of cultural differences. The following were the findings:

Table 3: Sources of cultural differences N=20

Respondent	Major Sources	Frequency	Rating %
	Religious beliefs	20	100
	Language / Communication style	18	90
	Superiority and inferiority issues	20	100
	Gender differences	7	35
	Behaviour patterns	16	80
	Economic status of family	2	10

Table 3 shows that religion and value placed on other cultures, that is superiority and inferiority complexes had 100% frequency as sources of cultural clashes. Language/ communication and behavior patterns had 90% and 80% respectively. Gender differences and family economic status were also identified as sources of cultural clashes.

Question 10 for teachers aimed to establish competence of teachers on issues of cultural diversity. Results are shown in the following table.

Table 4: Whether students accepted cultural differences N=20

Response	Frequency	%
Yes	7	35
No	13	65
Total	20	100

The results in Table 4 indicate that the majority of students (65%) still had problems with cultural differences while 35% seemed to have accepted cultural differences.

Not only were students affected by diversity, but teachers were similarly affected. Question 11 for teachers was also to establish whether teachers had cultural clashes and to find out the sources of the clashes. Responses are given in the table below;

Table 5: Whether teachers had clashes among themselves N=20

Response	Frequency	Rating %	Sources of clashes
Yes	2	10	Values placed on ethnical or racial groups
	2	10	Preferential treatments of other racial groups
	5	25	Superiority and inferiority complexes of different racial groups
No	-	-	-
Total	9	45	-

Information in the table shows that only 45% of the teachers had had cultural clashes while 55% seemed to have had appreciated cultural differences. Sources of the clashes were as shown in table 11 above.

Question 8 for administrators was to establish how teachers handled diversity. Administrators pointed out that they in-serviced new staff to explain cultural differences and how to handle issues of cultural differences. One administrator pointed out that,

“Some of my staff members have problems in dealing with cultural diversity as they care seem to refer to higher authorities problems that arise from the cultural issues. We have since put in place a teacher who is experienced to deal with cultural problems that we face in the school.”

Question 3 for administrators was to establish how they managed diversity in the schools. The following responses were given;

Administrator 1

First we have our school rules, which are against discrimination, and we stick to them. We emphasize equality and equal treatment among our members. None is superior or inferior to others'

Administrator 2 and 3

“we are a Christian based school and we stick to Christian values. We explain this to parents before taking in their children and we expect the children to adhere to our values. Generally these values do not Condon discrimination in any way. We do not condemn other religions though and neither do we convert students to Christianity.

Administrator 4

“Sometimes we have to tolerate the cultural practices, if they are good and have a good moral base e.g 'kupfugama, nekuombera'.

All Administrators

We have the Religious and Moral Education subject which emphasises moral aspects of life. Different religions are studied and children try to analyse the moral views in the different religions. This helps students understand their differences.

We try to in-service our teachers on multicultural education so that they may not face problems with students from diverse cultures. Most of our teachers have been trained abroad where fortunately they include multicultural education in their teacher training programs.

The responses given show that in all schools, diversity was apparent and administrators took measures to manage the diversity in line with cultural issues. These measures ranged from training of staff in cultural issues to behavior management of students, which came in the form of school rules.

Question 11 for administrators was to reveal whether staff establishment reflected cultural diversity. Responses given were not clear but from observation, staff cultural representation was not fair. This can also be explained by information reflected on figure 3 of this document where 54% of respondents were African by race, 29% were European, Asians were 13% and 4% were mixed race.

Question 12 was to establish how private schools recruited their teachers. Administrators gave almost the same responses. One replied that,

“It's strictly by merit. If and when we have a vacant post, we advertise, interview the candidates and who ever meet our demands, get the post.” “We also emphasize the ability to coach at least one sporting discipline. We are particular with the overall development of a child.”

6.0 Discussion

Diversity was a reality in the schools. It therefore meant that teachers and parents had to work and handle diversity carefully to cater for all students. However research established that teachers faced challenges in dealing with diversity. 60% of the teachers indicated that students partially accepted their differences after attempts by them to resolve differences. It implied that teachers could be dealing with issues they have little knowledge about. 40% however admitted to having helped students accept their differences. Administrators 100% indicated that their schools had laws that address issues of culture. Research showed that all the schools are based on Christian principles, which helped and guided them in issues of diversity. However the researcher noted with concern that all the schools were based on the Christian religion while other religions were ignored. This therefore implied that Christianity influenced the education in the schools for the students' benefit or otherwise.

Due to challenges of diversity, 50% of the administrators admitted to having special personnel who dealt with issues that arose from cultural misunderstandings. These included school counselors and experienced teachers. Through research, parents were also seen to contribute to the implementation of harmonious multicultural schools. 100% indicated that they held culture days in which parents took part through acting as resource persons, preparing their traditional foods to showcase and providing traditional attires for them and their children. 25% indicated to having invited even a foreign embassy to explain and guide them in a drama based on a foreign themes. However literature indicated that parents can have difficulties in handling diversity (Gay, 1983). In the USA, some parents reacted to multiculturalism by withdrawing their children from the schools, while those who could not, influenced placement in academically gifted classes. This was evidenced in over – representation and under-representation of different cultures in special classes.

7.0 Recommendations

- Issues on challenges of MCE should be addressed in teacher training programmes at college and university level
- Schools should embrace only specific religious beliefs as these may have a direct clash on other religions leading to inequality in the provision of education. They must have religious pluralism.
- Laws and policies that support culture diversity in schools and the community should be instituted.
- Schools should improve on working and involving parents on multicultural issues and activities.

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A Case Study Approach For Evaluation Of Skill Development Training Workshops For School Teachers

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ABSTRACT

The study was conducted to evaluate the skill development training workshops for school teachers in computer science in select schools of TamilNadu, India. This case study approach explores evaluation of training workshops organized by a skill development institution. The research method in the study was survey data collection method. The Data survey questionnaire includes indicators of overall assessment of training sessions and overall assessment of training logistics. This survey belongs to 354 respondents. The questionnaire's validity were determined by professional analysts. Frequency analysis and Chi-Square test were conducted and it has been concluded that the training workshops were found more effective to the school teachers in computer science. The overall results of the study shows that the training workshops for the teachers were organized effectively and thereby the respondents acquired and updated the skills in teaching computer science to the student's community.

Keywords: Skill Development Training, Evaluation of Training, Training Logistics

I. Introduction

The systematic effort of learning, adapting the skills, concepts and attitudes to bring about an improvement in the performance of the trainee is training. It is vital for various reasons. Employee selected for a work need to have the appropriate skills and knowledge relating to their work. Their involvement in the job helps an organization to grow easier. An employee is also bound to know the organization process and the content of the work and the importance of the job assigned to him. When he changes his job he should adapt himself to the new environment. So, training is always necessary to be successful in organization to search for a new job. For employees who are good at their work,

training will help them for an improvement. So, training is profitable to both the employee and the organization. In most of the companies the trainer and the training programs are evaluated. Measuring trainee's reactions and feedback towards the training are the most commonly used system of evaluation. Any negative reaction from the trainee may immediately call for an improvement in the training pattern. However these reactions may also be insufficient to build confidence among the trainees. So, one needs to have more information about the effectiveness of training and the quality of training provided. Training can be stated as the methods that are imparted to the trainee in fulfilling the organizational goals. Organisations are responsible to evaluate the effectiveness of training and ensure that the knowledge that the trainee has gained in training is being applied to their work. So, constant training and regular evaluation would help an organization to achieve its objectives.

Evaluation is a systematic assessment of the worth of some objectives or aim. For the continuous improvement and the growth of any organization, systematic way of valuation is necessary. So, all those involved in the working of the organization and its stake holders should know in clear terms the meaning of the term.

Training evaluation is the systematic collection of descriptive and judgmental information necessary to make effective training decisions. It is the means used to determine the worth any training. This is a process of assessing the results of training. Training evaluation determines the significance of the training focusing especially on learning outcomes. Without an evaluation any training programme would be of no use. In order to achieve the training goals, evaluation should be conducted, however tedious the process may be. Many experts on the subject are of the opinion that evaluation of any training programme must be incorporated within the training programme in order to examine the effectiveness of the training programme. So, it is imperative for organisations that have invested millions of rupees in training programmes to evaluate the training in order to upgrade it in the future. This paper is concerned on the evaluation of the training programme as expected and experienced by the In-charge of SUITS Programme organized by IECD.

II. Review of Literature

Monika M, Aswini P.M, Parthasarathy K, (2016), conducted a study on effectiveness of in- service training on ISO 18001 Certification among industrial employees in TamilNadu, India. They found that the overall ISO 18001 Certification practices among the employees are satisfactory. This is an appreciable factor in private sector. It is satisfactory and good to hear that employees were properly motivated and trained on ISO Certification.

Shreya Sarkar-Barney, (2014), studied that, the focus of global training to prepare the employees to work effectively in other cultures. It concludes that the combination of information about a country's culture value score and the relationships proposed by the framework would help the practitioners to take more informed decisions to find out the means of adapting their training systems to meet the needs of any particular culture in which training is to be conducted.

Cody Cox. B, (2012), researched that, the moderating effect of individual differences in the relationship between framing and training. 109 working adults were the participants in this survey. The results showed a three way interaction between performance orientation, age and frame for technical training. For non-technical training it was a three way interaction between performance orientation, self-efficacy and frame. The implications for framing training and future research are discussed.

Muhammad Zahid Iqbal et. al, (2011), analyzed that, the relationship between the characteristics and formative evaluation of training. The study was carried out at three public sector training institutions to empirically test the predicted relationship between the training characteristic and formative training evaluation under the Kirkpatrick model. The main finding showed a set of seven training characteristics and explained 59% and 61% variance in reaction and learning respectively. The study suggested with some areas for some future research and emphasized on linking formative evaluation with the summative one.

Anupama Narayan and Debra Steele-Johnson, (2010), found that, organisations are characterized with rapid changes, increasing workforce and competitive business. To achieve individual and organizational goals , training can help individuals and organisations to work more effectively and adapt to the changing environment. The participants in this programme were 174 under graduate students form a Mid-Western University. The participation in the study was voluntary. 165 participants were taken for the analysis. Results from regression analysis indicated that, mastery approach goal orientation had a beneficial effect on training attitudes of men but now of women.

D.A. Olaniyan and Lucas. B. Ojo, (2008), emphasized the need for investment and training which is vital for improved productivity. For organisations to grow, staff skills should be improved constantly. New entrance into organisations have various skills but may not be relevant to the organization needs. Hence, training and development of the staff is necessary to enable them to work towards taking the organization to its expected destination. This study also suggested training and re-training of all the staff in the form of workshops, conferences and seminars compulsory.

workshops to In-charge of Suits by IECD context and its findings can be applied in the training evaluation criteria of the In-charge of SUITS. It can hence be considered case study approach. On the other hand, since this study used to examine and describe the effectiveness of training workshops, it can be classified into descriptive research category. The population of the study included trainees in Continuous quality training, dealing with program. 354 trainees (Male = 51, Female = 303) therefore formed the general population of the study. Questionnaires contained information on the purpose of the investigation and how to respond to the questions.

V. Hypotheses, Test and Results

The hypotheses for this study are all null-hypotheses only and these will follow now along with the relevant tests and interpretations. This task of the researchers is to accept or reject the null- hypotheses after the relevant tests.

Table No.1 Demographic Characteristics of the Respondents

Demographic Variables	Category	Frequency	Percentage (%)
Place of Training	Tanjore	68	19.2
	Orathanadu	31	8.8
	Kovilpatti	43	12.1
	Tiruchirappalli I	60	16.9
	Tiruchirappalli II	58	16.4
	Coimbatore	17	4.8
	Arakkonam	21	5.9
	Puducherry	27	7.6
	Chennai	29	8.2
	Total	354	100
Age	Upto 25 years	125	35.3
	26 to 35 years	133	37.6
	Above 35 years	96	27.1
	Total	354	100
Gender	Male	51	14.4
	Female	303	85.6
	Total	354	100

III. Problem and Objectives

1. To find out the personal profile of the respondents of the skill development training workshops on computer science.
2. To assess effectiveness of skill development training workshops on computer science of the respondents of the study.
3. To find out the influence of personal profile of the respondents on the effectiveness of skill development training workshops in the study area.

IV. Research Methodology

This chapter focuses on methods used to collect and analyze data in this research. With a view of evaluating the effectiveness of training workshop for In-charge of SUITS, this research used a questionnaire. Primary Data is collected from the In-charge of SUITS in IECD. Convenience sampling method has been used in this survey. For analyzing the data SPSS package was used. The respondents provided answers to the structured questionnaire in the form of agreement or disagreement to express their attitude towards the training workshop.

Short notes on study area

SUITS (School-University-Industry-Tie-up) scheme formed by Bharathidasan University aims at improving the skill of students on computer knowledge and help them for employment in future. In TamilNadu a total of 2,05,000 school students have been benefited in a period of seven years starting from 2009 by SUITS computer scheme. The following 8 computer certificated programs were conducted for students from 5th to 9th standard.

Computer basic	5 th standard
Office automation	6 th standard
Programming techniques or Graphic design	7 th standard
C programming or Web design	8 th standard
C++ programming or 2D animation	9 th standard.

For the success of this program, workshops are formed and computer teachers are given effective training. A total of 354 teachers were given training in the academic year 2015-16 in 10 places including Tanjore, Coimbatore, Tiruchirappalli, Chennai and Arakkonam.

Data Collection

The present study aimed at evaluating the effectiveness of Continuous quality improvement training

Educational Qualification	UG	92	26
	PG	229	64.7
	Above PG	33	9.3
	Total	354	100
Religion	Hindu	303	85.6
	Christian	11	3.1
	Islam	40	11.3
	Total	354	100

Source: Primary Data

Sixty eight (19.2%) teachers were trained in Tanjore district. More than one-third (37.6%) of the teachers are aged between 26 to 35 years, Most of the teachers (85.6%) are female, Majority of the teachers (64.7%) are PG Qualified and Most of the teachers (85.6%) are from Hindu Religions.

Table No. 1 (a)
Demographic Characteristics of the Respondents

Demographic Variables	Category	Frequency	Percentage
Marital Status	Married	164	46.3
	Unmarried	189	53.4
	Widow	1	0.3
	Total	354	100
Type of Family	Nuclear Family	149	42.1
	Joint Family	205	57.9
	Total	354	100
Monthly Income	Below Rs. 5000/-	87	24.6
	Rs. 5001 to Rs. 7500/-	107	30.2
	Rs. 7501 to Rs. 10000/-	84	23.7
	Above Rs. 10000/-	76	21.5
	Total	354	100
Years of Experience	Fresher	32	9
	0-3 years	134	37.9
	Above 3 years	188	53.1
	Total	354	100

Source: Primary data

More than half of the teachers (53.4%) are Unmarried, Majority of the teachers (57.9%) are in a Joint Family, Nearly one-third of the teachers (30.2%) are getting a monthly income of Rs. 5001 to 7500/- and more than half of the teachers (53.1%) are having more than 3 years of teaching experience.

Hypothesis-1

Null Hypothesis: There will be no significant relationship between Place of Training and Overall Assessment of Training Sessions

Table No. 2 Association between Place of Training and Overall Assessment of Training Sessions

Place of Training	Overall Assessment of Training Sessions			Total
	Low	Moderate	High	
Tanjore	9	35	24	68
Orathanadu	2	19	10	31
Kovilpatti	1	16	26	43
Tiruchirappalli I	2	34	24	60
Tiruchirappalli II	7	33	18	58
Coimbatore	4	9	4	17
Arakkonam	5	11	5	21
Puducherry	9	8	10	27
Chennai	6	10	13	29
Total	45	175	134	354
$\chi^2=3.427, d.f =18, p\text{-value} = 0.048^*$ <i>*significant at 5% level</i>				

Finding

Table No. 2 reveals that the p-value is less than 0.05, the null hypothesis is rejected at 5% level of significance. So, there is a significant association between Place of the Training and overall Assessment of Training Sessions. Since Also from this table it can be seen that 35 employees (20%) who is in Tanjore having a moderate level of opinion on overall Assessment of Training Sessions.

Hypothesis-2

Null Hypothesis: There will be no significant relationship between Place of Training and Overall Assessment of Training Logistics.

Table No. 3 Association between Place of Training and Overall Assessment of Training Logistics

Place of Training	Overall Assessment of Training Logistics			Total
	Low	Moderate	High	
Tanjore	5	30	33	68
Orathanadu	7	13	11	31
Kovilpatti	2	20	21	43
Tiruchirappalli I	1	42	17	60
Tiruchirappalli II	0	23	35	58
Coimbatore	5	9	3	17
Arakkonam	9	7	5	21
Puducherry	12	10	5	27
Chennai	4	21	4	29
Total	45	175	134	354
$\chi^2=11.091, d.f=18, p\text{-value} = 0.036^*$				<i>*significant at 5% level</i>

Source: Primary data

Finding

Table No. 3 reveals that the p-value is less than 0.05, the null hypothesis is rejected at 5% level of significance. So, there is a significant association between Place of the Training and overall Assessment of Training Logistics. Since Also from this table it can be seen that 42 employees (20%) who is in Tiruchirappalli having a moderate level of opinion on overall Assessment of Training Logistics.

Hypothesis-3

Null Hypothesis: There will be no significant relationship between Gender and Overall Assessment of Training Sessions.

Table No. 4 Association between Gender and Overall Assessment of Training Sessions

Gender	Overall Assessment of Training Sessions			Total
	Low	Moderate	High	
Male	30	10	11	51
Female	15	165	123	303
Total	45	175	134	354
$\chi^2=15.148$, d.f=4, p-value = 0.059 (NS) <i>(NS) denotes not significant</i>				

Source: Primary data

Finding

Table No. 4 reveals that the p-value is greater than 0.05, the null hypothesis is accepted. So, there is no significant association between Gender and overall Assessment of Training Sessions. Since Also from this table it can be seen that 165 employees (20%) whose gender is female having a moderate level of opinion on overall Assessment of Training Sessions.

Hypothesis-4

Null Hypothesis: There will be no significant relationship between Gender and Overall Assessment of Training logistics.

Table No. 5 Association between Gender and Overall Assessment of Training Logistics

Gender	Overall Assessment of Training Logistics			Total
	Low	Moderate	High	
Male	28	13	10	51
Female	17	162	124	303
Total	45	175	134	354
$\chi^2=16.329$, d.f =4, p-value = 0.194 (NS) <i>(NS) denotes not significant</i>				

Source: Primary data

Finding

Table No. 5 reveals that the p-value is greater than 0.05, the null hypothesis is accepted. So, there is no significant association between Gender and overall Assessment of Training Logistics. Since Also from this table it can be seen that 162 employees (20%) whose gender is female having a moderate level of opinion on overall Assessment of Training Logistics.

Hypothesis-5

Null Hypothesis: There will be no significant relationship between Age and Overall Assessment of Training sessions.

Table No. 6 Association between Age and Overall Assessment of Training sessions

Age	Overall Assessment of Training Sessions			Total
	Low	Moderate	High	
upto 25 years	25	58	42	125
26 to 35 years	11	60	62	133
Above 35 years	9	57	30	96
Total	45	175	134	354
$\chi^2=9.701, d.f =6, p\text{-value} = 0.023$ ** Significant at 5 % level				

Source: Primary data

Finding

Table No. 6 reveals that the p-value is less than 0.05, the null hypothesis is rejected. So, there is a significant association between Age and overall Assessment of Training Sessions. Since Also from this table it can be seen that 62 employees (20%) whose Age is between 26 to 35 years having a high level of opinion on overall Assessment of Training Sessions.

Hypothesis-6

Null Hypothesis: There will be no significant relationship between Age and Overall Assessment of Training logistics.

Table No. 7 Association between Age and Overall Assessment of Training Logistics

Age	Overall Assessment of Training Logistics			Total
	Low	Moderate	High	
Upto 25 years	15	55	55	125
26 to 35 years	18	65	50	133
Above 35 years	12	55	29	96
Total	45	175	134	354
$\chi^2=25.622$, d.f =6, p-value = 0.064 (NS) (NS) denotes Not significant				

Source: Primary data

Finding

Table No. 7 reveals that the p-value is greater than 0.05, the null hypothesis is accepted. So, there is no significant association between Age and overall Assessment of Training Logistics. Since Also from this table it can be seen that 65 employees (20%) whose Age is between 26 to 35 years having a moderate level of opinion on overall Assessment of Training Logistics.

Hypothesis-7

Null Hypothesis: There will be no significant relationship between Educational Qualification and Overall Assessment of Training sessions.

Table No. 8 Association between Educational Qualification and Overall Assessment of Training Sessions

Educational Qualification	Overall Assessment of Training Sessions			Total
	Low	Moderate	High	
UG	20	52	20	92
PG	13	110	106	229
Above PG	12	13	8	33
Total	45	175	134	354
$\chi^2=14.478$, d.f =6, p-value = 0.001** ** Significant at 1% level				

Source: Primary data

Finding

Table No. 8 reveals that the p-value is less than 0.01, the null hypothesis is rejected. So, there is a significant association between Educational Qualification and overall Assessment of Training Sessions. Since Also from this table it can be seen that 110 employees (31%) whose Educational Qualification is between PG having a moderate level of opinion on overall Assessment of Training Sessions.

Hypothesis-8

Null Hypothesis: There will be no significant relationship between Educational Qualification and Overall Assessment of Training logistics.

Table No. 9 Association between Educational Qualification and Overall Assessment of Training Logistics

Educational Qualification	Overall Assessment of Training Logistics			Total
	Low	Moderate	High	
UG	15	37	40	92
PG	17	122	90	229
Above PG	13	16	4	33
Total	45	175	134	354
$\chi^2=28.477$, d.f =6, p-value = 0.004** ** Significant at 1% level				

Source: Primary data

Finding

Table No. 9 reveals that the p-value is less than 0.01, the null hypothesis is rejected. So, there is a significant association between Educational Qualification and overall Assessment of Training Logistics. Since Also from this table it can be seen that 122 employees (34%) whose Educational Qualification is between PG having a moderate level of opinion on overall Assessment of Training Logistics.

Hypothesis-9

Null Hypothesis: There will be no significant relationship between Monthly Income and Overall Assessment of Training Sessions

Table No. 10 Association between Monthly Income and Overall Assessment of Training Sessions

Monthly Income	Overall Assessment of Training Sessions			Total
	Low	Moderate	High	
Below Rs. 5000/-	17	38	32	87
Rs. 5001 to 7500/-	7	62	38	107
Rs. 7501 to 10000/-	9	45	30	84
Above Rs. 10000/-	12	30	34	76
Total	45	175	134	354
$\chi^2=19.321$, d.f =8, p-value = 0.000** at 1% level				** Significant

Source: Primary data

Finding

Table No. 10 reveals that the p-value is less than 0.01, the null hypothesis is rejected. So, there is a significant association between Monthly Income and overall Assessment of Training Sessions. Since Also from this table it can be seen that 62 employees (18%) whose Monthly Income is between Rs. 5001 to 7500 having a moderate level of opinion on overall Assessment of Training Sessions.

Hypothesis-10

Null Hypothesis: There will be no significant relationship between Monthly Income and Overall Assessment of Training Logistics

Table No. 11 Association between Monthly Income and Overall Assessment of Training Logistics

Monthly Income	Overall Assessment of Training Logistics			Total
	Low	Moderate	High	
Below Rs. 5000/-	15	48	24	87
Rs. 5001 to 7500/-	15	40	52	107
Rs. 7501 to 10000/-	4	53	27	84
Above Rs. 10000/-	11	34	31	76
Total	45	175	134	354
$\chi^2=36.965, d.f =8, p\text{-value} = 0.001^{**}$				** Significant at 1% level

Source: Primary data

Finding

Table No. 11 reveals that the p-value is less than 0.01, the null hypothesis is rejected. So, there is a significant association between Monthly Income and overall Assessment of Training Logistics. Since Also from this table it can be seen that 53 employees (15%) whose Monthly Income is between Rs. 7501 to 10000 having a moderate level of opinion on overall Assessment of Training Logistics.

Hypothesis-11

Null Hypothesis: There will be no significant difference between gender of the respondents and feedback factors such as Training Sessions and Training Logistics

Table No. 12 Impact of Gender on Teachers' Feedback

Factors	Assumption about variance	Levene's test for equality of variances		t-test for Equality of Means	
		F	Sig.	t	Sig. (2-tailed)
Training Sessions	Equal variances assumed	0.195	0.63	1.122	0.000**
	Equal variances not assumed			1.102	0.001
Training Logistics	Equal variances assumed	1.789	0.109	1.218	0.000**
	Equal variances not assumed			1.214	0.004

Source: Primary data

**** Significant at 1% level ($p < 0.01$)**

Finding

Table No. 12 reveals that, Levene's test on Training Sessions ($F=0.195$), Training Sessions ($F=1.789$) has a probability greater than 0.05. It can be assumed that variances are relatively equal. Therefore, we use the t-value and two-tail significance for equal variance estimates to determine whether the three levels (Low, Moderate and High) of Teachers Feedback factors differences exists among two group of gender.

The p-value is less than 0.01. Hence, the framed null hypothesis is rejected at 1% level of significance. The result of t-test is proved that the Feedback from the sample Teachers differs according to their gender.

Hypothesis -12

Null Hypothesis: There will be no significant difference between Type of Family of the respondents and feedback factors such as Training Sessions and Training Logistics

Table No. 13 Impact of Type of Family on Teachers' Feedback

Factors	Assumption about variance	Levene's test for equality of variances		t-test for Equality of Means	
		F	Sig.	t	Sig. (2-tailed)
Training Sessions	Equal variances assumed	2.579	0.192	1.441	0.004**
	Equal variances not assumed			1.226	0.002
Training Logistics	Equal variances assumed	2.316	0.129	0.604	0.007
	Equal variances not assumed	2.539	0.112	1.744	0.004**

Source: Primary data

** Significant at 1% level ($p < 0.01$)

Finding

Table No. 13 reveals that, Levene's test on Training Sessions ($F=2.579$), Training Sessions ($F=2.539$) has a probability greater than 0.05. It can be assumed that variances are relatively equal. Therefore, we use the t-value and two-tail significance for equal variance estimates to determine whether the three levels (Low, Moderate and High) of Teachers Feedback factors differences exists among two group of Type of Family.

The p-value is less than 0.01. Hence, the framed null hypothesis is rejected at 1% level of significance. The result of t-test is proved that the feedback from the sample Teachers differs according to their Type of Family.

Hypothesis -13

Null Hypothesis: There will be no significant difference between Educational Qualification of respondents and feedback factors such as Training Sessions and Training Logistics

Table No. 14 Impact of Educational Qualification on Teachers Feedback

Factors		Sum of Squares	df	Mean Square	F-value	Sig.
Training Sessions	Between Groups	40.19	3	8.039	1.225	0.013*
	Within Groups	4369.78	350	6.561		
	Total	4409.97	353			
Training Logistics	Between Groups	166.763	3	33.353	2.588	0.029*
	Within Groups	8583.74	350	12.888		
	Total	8750.5	353			

Source: Primary data

* Significant at 5% level ($p < 0.05$)

Finding

Table No. 14 shows that the educational qualification of the sample teachers has a significant mean difference at three different levels (Low, Moderate and High) towards feedback factors such as Training Sessions ($F=1.225$) and Training Logistics ($F=2.588$) at 5% level of significance.

The p-value is lesser than 0.05 level. Hence, the framed null hypothesis is rejected at 5% level of significance. The result of one-way ANOVA test is that the Feedback from the sample Teachers differs according to their Educational Qualification.

To check the consistency of selected Questionnaires

Table No. 15 Case Processing Summary

		N	Percentage %
Factors	Valid	354	100
	Excluded ^a	0	0
	Total	354	100
a. Listwise deletion based on all variables in the procedure.			

Table No. 16

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
0.778	0.78	9

Reliability refers to the consistency or repeatability of the questionnaire for further analysis. The reliability of the questions was empirically examined in order to understand the coherence in the responses made. Reliability of the scales was ensured with Cronbach's alpha coefficient. The coefficient varies between the values 0 to 1. If the score is closer to the value '1', the internal consistency in the questionnaire is perfect and if the score is closer to '0' there is poor internal consistency among the questions in the scale constructed.

Cronbach's alpha measures how well a set of items (or variables) measures a single uni-dimensional latent construct. The set of items considered here are the feedback from the teachers about training programmes and so on.

Cronbach's alpha can be interpreted as the percent of variance in the observed scale that would explain hypothetical true scale composed of all possible items in the universe. Alternatively, it can be interpreted as the correlation of the observed scale with all possible other scales measuring the same thing and using the same number of items.

The Cronbach's alpha score for the attributes that influences the teachers feedback was calculated to be 0.778 which is greater than 0.5. Thus, the internal consistency of the questionnaire is good enough to proceed for the further data collection and analysis.

Table No. 17

Association between Independent Variables and Level of Overall Satisfaction

Factors	χ^2	F- Value	Z- Value
Age	0.005	-	1.125
Gender	4.328	2.674	--
Educational Qualification	15.593	0.802	--

Religion	3.768	2.245	0.669
Marital Status	3.182	2.707	--
Type of Family	0.001	1.88	--
Monthly Income	3.365	1.939	--
Years of Experience	12.319	0.769	0.879

Source: Primary data

It is expected that the independent variables of the sample teachers would influence the level of satisfaction about the Training Programme offered by the IECD. The calculated values of χ^2 , 'F' test and 'Z' test are given in Table No. 17 along with the results.

VI. Findings of the Study

General findings

Place of Training: Majority of the respondents (19.2 percent) of the present study are trained in Tanjore district, 16.9 percent of the respondents in Tiruchirappalli (Batch I), 16.4 percent of the respondents in Tiruchirappalli (Batch II), 12.1 percent of the respondents in Kovilpatti, 8.8 percent of the respondents in Orathanadu, 8.2 percent of the respondents Chennai, 7.6 percent of the respondents in Puducherry, 5.9 percent of the respondents in Arakkonam and 4.8 percent of the respondents in Coimbatore.

Age Group: Majority of the respondents (37.6 percent) of the present study are in the age group of 26 - 35 years, 35.3 percent of the respondents are in the age upto 25 years and 27.1 percent of the respondents are in the age of above 36 years old.

Gender: Majority of the respondents (85.6 percent) of the present study are males and only of the respondents are female.

Educational Qualification: Most of the respondents (64.7percent) are studied Pg (Post Graduate), 26 percent are UG and remaining 9.3 percent are holding above PG.

Religion: 85.6 percent of the respondents belong to Hindu religion, 11.3 percent of the respondents are Islam and 3.1 percent of the respondents are Christian.

Marital Status: Majority of the respondents (53.4 percent) of the present study is unmarried, 46.3 percent are married and only 0.3 Percent of the respondent is widow.

Type of Family: Majority of the respondents (57.9 percent) of the present study is joint family, 42.1 percent of the respondents are in nuclear family.

Monthly Income: 30.2 percent of the respondents are getting monthly income Rs.5001 to Rs.7500/-, 24.6 percent of the respondents are getting below Rs.5000/-, 23.7 percent of the respondents are getting Rs.7501/- to Rs.10000/- and 21.5 percent of the respondents are getting above Rs.10000/-.

Years of Experience: 53.1 percent of the respondents having the work experience Above 3 years, 37.9 percent of the respondents having the work experience between 0-3 years and only 9 percent of the respondents are fresher's.

Hypothesis related findings

- There is a significant association between Place of the Training and overall Assessment of Training Sessions.
- There is a significant association between Place of the Training and overall Assessment of Training Logistics.
- There is no significant association between Gender and overall Assessment of Training Sessions.
- There is no significant association between Gender and overall Assessment of Training Logistics.
- There is a significant association between Age and overall Assessment of Training Sessions.
- There is no significant association between Age and overall Assessment of Training Logistics.
- There is a significant association between Educational Qualification and overall Assessment of Training Sessions.
- There is a significant association between Educational Qualification and overall Assessment of Training Logistics.
- There is a significant association between Monthly Income and overall Assessment of Training Sessions.
- There is a significant association between Monthly Income and overall Assessment of Training Logistics.
- There is a significant difference between gender of the respondents and feedback factors such as Training Sessions and Training Logistics
- There is a significant difference between Type of Family of the respondents and feedback factors such as Training Sessions and Training Logistics
- There is a significant difference between Educational Qualification of the respondents and feedback factors such as Training Sessions and Training Logistics

VII. Conclusion

This study revealed a significant relationship between the personal details and the feedback given by the trainees. Moreover, this showed no relationship between their gender and feedback. In a majority of private schools in a TamilNadu, female teachers outnumber the males. Similarly there are more women teachers in the SUITS Scheme of IECD. There is no gender influence in this study for the above said reasons. At the same time their age, qualification, monthly income shows an influence in the feedback. Teachers are low paid in the early stage of the employment and also with low qualification. By advancing age they gain experience and so they get good pay. For these reasons, the study concludes that age, qualification, monthly income gain important in the feedback. This study also reviews that the above factors influence the training sessions and training logistics.

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A Sytematic Review And Impact Of Thinking-Learning Styles Of Rural-Urban Students On Classroom Interaction In Schools

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ABSTRACT

The paper attempts to find out the difference in learning strategies, thinking styles and classroom participation in rural and urban students. The study was conducted in 1394 grade IX students through multistage sampling procedure throughout the country. Among them, 187 students were from urban schools, and 87 students were from rural schools. The researcher adopted mix method-sequential explanatory design. The study was based on taxonomy of learning strategies developed by Pintrich, Smith and McKeachie (1989). The tools for the data collection were Motivated Strategies for Learning Questionnaire (MSLQ), observation and interview. The study shows that there is significant difference in preferred learning strategies of urban and rural school students. There was a significant difference in the use of learning and thinking styles between urban and rural school students. Elaboration and organization strategies were more often used by rural students than urban school students whereas peer learning, elaboration, help seeking and effort management strategies were more often used by urban school students. However, students from both of the locations mostly used different learning and thinking styles in classroom participation.

KEYWORDS: *Learning strategies, thinking style, classroom interaction, learning theories*

I. Introduction

Training is an action of empowering learners to form themselves into undeniable individuals. In this course, instructive organizers and directors work towards all round improvement of the scholarly capacities and identity of the individual learners. Preferably, empowering a person to realize their possibilities is a definitive reason for instructive frameworks. Coughlin and Castilla (2014) led a review to survey the impact of private secondary school instruction on the school direction. In the financial aspects writing, the impact of going to a private secondary school is as yet a begging to be proven wrong point. In view of the a few discoveries [1], they proposed that going to a Catholic secondary school (which includes the vast majority of the private segment in the United States) generously raises the likelihood of secondary school graduation as well as school participation. Contrastingly, different reviews demonstrated the impact of Catholic tutoring on test scores is driven just by minority students. Deductions about the effect of private schools on instructive accomplishment are troublesome as a result of potential non-irregular determination. Groups of students in private schools pay when a free open option is accessible. These distinctions can bewilder the impact of going to a private secondary school with student (as well as family) characteristics. Past research on the impact of private secondary

school enlistment on instructive achievement has utilized an assortment of instruments to address non-irregular determination [2].

2. Learning-Thinking Style

Learning-thinking is an amazingly complex process and the most troublesome idea in brain science to characterize or clarify. Notwithstanding, it has not hindered the masterminds, and a wide range of definitions exist. Some of them are given here. In strict mental talk it is well to keep the learning-thinking for a movement which comprises basically of an associated stream of thoughts which are coordinated towards some end or reason.

All the previous definitions fall into two classifications: One class of definitions keeps up that thinking is a procedure of interior portrayal of outer occasions, having a place with the past, present or future, and may even concern a thing or an occasion which is not being really watched or experienced by the mastermind. The second classification of definitions depicts learning-thinking regarding critical thinking conduct. These last definitions are more concrete and additionally more distinct in light of the fact that they don't depend on imperceptible inward portrayals and characterize thinking as critical thinking movement that can be promptly contemplated and measured [3].

Nature of Learning-Thinking Style

What we have examined about the importance of the term learning-thinking so far has drawn out the accompanying parts of its temperament: Learning-Thinking is basically an intellectual action. It is constantly coordinated towards accomplishing some reason. In bona fide thinking we can't give our musings a chance to meander capriciously as occurs on account of wandering off in fantasy land and fantasizing. Learning-Thinking is portrayed as a critical thinking conduct, from the earliest starting point till end. There is some issue around which the entire procedure of thinking resolves. Be that as it may, each critical thinking conduct is not thinking. It is connected just to the internal intellectual conduct [4]. In learning-thinking, there is mental investigation as opposed to engine investigation. One need to suspend one's unmistakable or engine exercises while taking part in thinking through some sort of mental investigation or the other. Learning- Thinking is a typical action. In learning-thinking, a mental arrangement of the issue is brought out through a few signs, images and mental pictures. Learning-Thinking can move momentarily over a traverse of time and space.

3. Theories Of Learning-Thinking Style

Different hypothetical perspectives have been advanced by various analysts every once in a while to

clarify the nature, instrument and improvement of thinking. Give us now a chance to look at a portion of the more powerful hypothetical methodologies [5].

Behavioristic Learning Theory

As indicated by this theory, thinking conduct is found out or obtained similarly as different methods of conduct, interests, states of mind, information and aptitudes and so on. J.B. Watson, an associationist, opined that there is relationship between the development of one's tongue or vocal ropes with one's musings. As a S-R instrument, the reaction, a result of one's thinking is the result of the related jolts. The boost in this way creates the way toward thinking. Similar boosts produce a similar sort of thought and the living being in this manner ends up noticeably adapted. Not just the established molding engendered by Watson and Pavlov, additionally the theory of operant molding propounded by B.F. Skinner saw thinking as that private conduct which was dictated by jolt control and support in an indistinguishable route from plain conduct [6].

The Gestalt and Holistic Theory

This theory stressed the significance of the association of the perceptual field during the time spent thinking prompting critical thinking conduct. As indicated by it, thinking conduct is constantly deliberate and objective arranged. While thinking, one gets the chance to take a gander at the entire field or setting in which the thinking is happening. With this more extensive recognition, one is set for the redesign and rebuilding of the apparent field for an ideal arrangement of the issue close by. The demonstrations of such rebuilding or revamping of the perceptual field have a place with the procedure and result of thinking [7].

Piaget's Developmental Theory

Piaget attempted to give an acceptable clarification of the improvement of thinking in man through the progressive phases of intellectual advancement, the tangible engine, pre-operational, concrete operational and formal operational stages. These are again quickly touched upon now for congruity. To start with, at the tangible engine organize (up to 2 years) a youngster's conduct shows more tactile engine exercises than the mental control of items. She can't recognize enliven and lifeless items. Anything far away has no presence for her. She doesn't separate between the world and herself [8]. The sun moves since she moves, the rain must stop since she needs to go out to play, and so on. Bit by bit, she builds up a feeling of question perpetual quality (a toy, however covered, exists), the capacity to arrange things and separate amongst herself and the world. At the preoperational organize (2 to 7 years), the kid starts to utilize words and images for speaking to things and occasions and furthermore tries to frame pictures of all that she experiences. At the solid operational stage (7 to 11 years) she starts to think intelligently by learning some particular legitimate operations

like consolidating, gaining the fundamental intellectual ideas, for example, numbers, grouping and protection. Be that as it may, at this stage she can just think regarding solid things. The formal operational stage (12 years and after) is the last phase of one's intellectual advancement. The thinking at this stage is described by the advancement of the capacity to think in conceptual terms, test theories and manage issues that are not physically show in the earth. It is, actually, the most noteworthy phase of scholarly working. The phase at which one's manners of thinking are said to capacity to the greatest and no more propelled level [9].

Sullivan's Basic Modes Theory

The main psychoanalyst H.S. Sullivan has hypothesized three essential formative stages alluded to as the methods of point of view for clarifying man's subjective advancement. These are the phototoxic mode, parataxis mode and syntactic mode. In early stages, amid the prototaxic mode, there is no confirmation of any clear structure of the manner of thinking of the person. This is dubiously showed essentially as sentiments, for example, joy at sucking the areola and trepidation at being isolated from the people who deal with the person. Amid the parataxic mode, the tyke starts to separate amongst her and the world. She can separate, recognize and separate between the items and the people around her [10]. Her thinking at this stage is very rudimentary and agent in the solid control of the things and articles. In addition, while parataxic thinking sounds good to the individual, it is not really consistent to others e.g., the tyke may state that development of the mists makes the wind blow, the sun moves since it is being pushed by the mists et cetera. The last stage, including the syntactic mode mirrors the improvement of the sensible points of view, joining the utilization of typical portrayal, pictures, and dynamic thinking and including the utilization of the created consistent operations usually consented to by a gathering of individuals.

The Information Processing Theory

As per this theory, thinking is associated with the data one gets from the earth through one's faculties and the way of the manner of thinking relies on upon how it is used by the person from the time she sees it until the time she forms it at different profundity levels in taking care of her issue or chalking out a procedure or plan. This theory recognizes a progression of ventures in the way we prepare the data. The striking phases of this preparing might enlist: data, recovering material identified with this data from memory and utilizing both sorts of information intentionally [11].

During the time spent advancement of thinking, the new-conceived newborn child does not hint at any idea related exercises. Truth be told, her mental life is disorderly at this stage and is driven by an arrangement of psycho- physiological drives, for instance, when she is ravenous, she cries. Step by step,

Freud keeps up, the newborn child builds up a sort of egotistical thinking named as narcissistic thinking. Her conduct is altogether overwhelmed by the Id and the joy rule and the contemplations of the newborn child are exceedingly hued by instinctual motivations showing an aggregate nonchalance of substances and rationale. As the kid becomes more established, another piece of her identity, the conscience becomes an integral factor. She then starts to focus on individuals and her condition keeping in mind the end goal to have the capacity to adapt to it successfully. She now starts to work as indicated by the truth guideline and her manners of thinking turn out to be more balanced and consistent. Images and words likewise wind up plainly required in her thinking yet despite everything she stays egocentric. With the section of another part of her identity, the super-inner self, her thinking is presently designed as per the mores and beliefs of society. It turns out to be more targets. The advancement of inventive thinking, enhancement of fantasy, Imagination and conceptual thinking is the result of development of the super-personality and the ensuing extension of the kid's thinking mechanical assembly [12].

Freud's Psychoanalytic Theory of Thinking

The key ideas in Freud's psychoanalytic framework might be portrayed as the inalienable yearning for fulfillment of the sex encourage and the part of the oblivious in trim and molding of one's conduct. The thinking conduct is likewise represented through these two elements. In the event that the objective is delight through sex satisfaction, the point of view would be actually shaded as needs be and since nine-tenths of one's mind comprises of the oblivious and sub-cognizant, the significant bit thinking must rise up out of it. The desire satisfaction, envisioning and oblivious grim thinking, ought to subsequently be thought to be a noteworthy an integral part of one's point of view affecting one's interests, dispositions and general conduct [13].

4. Classroom Participation: Urban Education As Compared To Rural Education

When contrasting rural schools with urban schools, shared traits do emerge. For instance, much the same as rural schools, urban schools are a focal piece of a flourishing group, school- group connections are of fundamental significance in urban zones. This is exemplified inside the development of the three new secondary schools being implicit Saskatoon. Centennial Collegiate is planned to open in the August 2006, and Bethlehem Catholic High School and Tommy Douglas Collegiate are slated to open in the fall of 2007. Centennial Collegiate will turn out to be a piece of Saskatoon's "Woods Park Complex". This intricate will be part school, part group focus, and part indoor soccer pitch. Bethlehem Catholic High School and Tommy Douglas Collegiate will be associated by a passage and will share a 50 meter focused and recreation swimming pool. These pools will be interested in the general population. Urban schools, for example, these represented above are instructive, physical, and profound central purposes of the encompassing groups [14].

As exemplified by these above schools, the main clear distinction amongst rural and urban is numbers. Urban schools work in groups with higher populace densities. This, thusly, implies urban schools are regularly greater or have bigger enlistments than do rural schools. High student enlistment implies students will probably be disregarded or ignored essentially on account of numbers. Moreover, albeit rural students are more probable than urban students to originate from families with lower financial foundations, due to a bigger school populace, urban schools will probably work with more students of low financial class. Hence, urban schools have bigger number of students who require help straightforwardly in view of their financial status [15].

Classroom administration in urban schools is more testing than in rural schools. An American review uncovered that 50 percent of urban educators leave the calling inside the initial five years of their vocations, referring to conduct issues and administration as components impacting their choice. Urban youth exhibit higher rates of troublesome conduct in class. Urban students frequently see themselves as casualties and display learned powerless practices [16].

5. Research Question

This study tries to answer the following question related to the learning strategies of secondary school mathematics students:

1. Is there any difference between urban and rural school students in their preferred learning and thinking styles in classroom participation?
2. What kinds of differences between urban and rural students are there in their preferred learning and thinking styles in classroom activities?

6. Findings

Table 1: Rural and Urban students on different levels of Critical Thinking

Critical Thinking Levels	Rural Students	Urban Students	Total
Poor	112 (73%)	211 (44.62%)	323 (52.68%)
Average	19 (14.33%)	91 (17.94%)	110 (17.63%)
High	19 (12.67%)	173 (37.44%)	192 (29.69%)
Total	150 (100%)	475 (100%)	625 (100%)

An examination of the Table 1 shows that out of the 625 students, around half of the aggregate example is poor on basic thinking (52.68%), 17.63% is normal basic masterminds and around 29.69% are high basic scholars. It additionally demonstrates a major bit of rural students (74%) are poor on basic thinking capacity. Since, the aggregate number of students of rural and urban students are distinctive, keeping in mind the end goal to look at them, each of the three levels of learners were changed over into rates. An examination of rural and urban school students on their basic thinking levels shows that a bigger rate of rural students is poor on basic thinking. It implies evidently, rural students are poor for urban students on their basic thinking. Keeping in mind the end goal to confirm it measurably, it was subjected to Chi square, which yielded the accompanying.

Table 2: Chi-Square Test results of comparison of Rural and Urban Students on three levels of critical thinking

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.087	2	.000
N of Valid Cases	624		

An examination of the Table 2 demonstrates that the acquired chi square is noteworthy at 0.01 level. Along these lines, the invalid theory is rejected. It means that there is a huge contrast between the rural and urban students who are on various levels of Critical Thinking for urban students. That is to say, the basic thinking capacities of urban students are superior to anything rural students.

There are sure reviews led under various settings which bolster the present finding that urban students have better execution in support government and state funded schools in rural and urban area. They incorporate the accompanying. Coughlin and Castilla (2014) found the impact of private tutoring has a huge and beneficial outcome on school enlistment and degree fulfillment. It has been discovered that the Schools Facilitate students' basic thinking and the center school years are the season of expanding basic thinking aptitudes too, students' scholastic achievement. There was no noteworthy contrast in study propensity for students in broad daylight and private schools. Be that as it may, urban students performed essentially superior to their state funded school partners in science achievement.

7. Conclusion

The aftereffects of this review show urban and rural students vary on thinking and learning style propensities. Urban have higher Critical Thinking levels and Study Habits than the rural students. It infers that there is a need with respect to the government setting to work towards creating basic thinking

capacities among its students so they can perform better. The instructive procedures should satisfactorily address the requirement for creating thinking capacities when all is said in done and basic thinking specifically among its learners. Maybe this is the most dismissed territory which needs more consideration. Urban students likewise, have better Study Habits when contrasted with rural students.

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