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Preface

'Mahatma Education Society's Pillai College of Education and Research, Chembur in Collaboration with an International Peer-Reviewed Scholarly Research Journal for Interdisciplinary Studies are publishing an action research Journal - "**e-Quest- An Action Research e-journal**" **ISSN: 2278-8808.** It is the vision of **PCER** to give a platform to student-teachers and teacher-educators to share their action-research papers, research articles, review papers, mini review, case study and short commutations in all areas of School Education. It covers action researches on classroom management, teaching learning and evaluation, infrastructure and resources and the like.

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**A STUDY TO ANALYZE THE “CAUSES OF INDISCIPLINE” OF THE STUDENTS
OF CLASS VI-D OF GURUKUL ENGLISH HIGH SCHOOL, GHATKOPAR (EAST),**

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INTRODUCTION

Maintaining Proper Discipline and following the laid down rules in class and the school is an integral requirement on the part of students as well as teachers. Discipline enables a smooth orderly conduct of the overall teaching & learning process and strongly impacts the overall reputation of the institution.

From a classroom perspective, there could be serious repercussions if the children are indisciplined, as it not only impacts the learning process for them but also for the focused and disciplined students in the class, who are made to suffer on account of indiscipline and inappropriate conduct displayed by some children.

A study on the basic causes of Indiscipline is highly essential, as it can lead us to the logical solutions of the indiscipline issues faced by a teacher in the class, which can act as a strong deterrent to the learning as well as the teaching process and addressing such concerns will prove to be highly beneficial to the child for his/her future growth and progress.

THE IMPORTANCE OF THE STUDY

In order to learn, you need to pay attention and be focused in the class. Anything that distracts an individual's attention from the subject matter being taught by the teacher will have a negative effect on the learning. Discipline is that pillar and set of rules, which is introduced to ensure that the learning process doesn't get hampered and a civilized code of conduct is followed by the students in the school.

Discipline is of prime importance, as it caters to the following aspects:

- A. It helps in creating an ideal environment for the teaching and learning process.
- B. It facilitates the development of the ideal social skills and etiquette in children.
- C. Discipline also helps to foster a positive attitude and ideal behavioural traits in the children.

Ensuring Discipline is thus essential otherwise the subject or the child will not be in a position to gain proper knowledge and to develop the ideal social etiquettes and behavior for interacting in society and to become successful in life.

THE BACKGROUND OF THE PROBLEM

During Practice teaching, I observed that the children in Class VI D were overall quite in disciplined and aggressive with each other especially the boys, which led to their being hyperactive and inattentive in class and they surely appeared to be more mischievous compared to the other classes, which I observed. They would disturb the other children in class even during the period and would not even listen to the teacher at times. They would continuously talk to each other, tease the girls, make fun of weak boys etc. This really drove me to investigate further and plan this study to reach at some solutions to this problem.

I assume here that there may be multiple reasons for the indiscipline shown by students in the class/school. A few of them are listed below:-

- (i) Lack of Interest in Studies and a possible dislike for certain subjects or teachers
- (ii) Family Back-ground and lack of basic training in values and discipline
- (iii) Pampered Upbringing by the parents leading to the child developing a superiority complex and treating others in a wrongful manner.
- (iv) Their proximity with their peers, who may be influencing them negatively could also be a reason for their displaying different types of indiscipline in class and also to gain attention of others.

STATEMENT OF THE PROBLEM

A study to analyze the causes of Indiscipline observed in the students of Std VI D and to suggest ways to take corrective actions.

OPERATIONAL DEFINITION OF THE PROBLEM

The term “Indiscipline” for the purposes of this project study is defined as “the willful decision of the student to break/influence others to break the defined set of rules including disobeying the instructions of the teacher and likewise not pay attention to the subjects taught

in class by the teacher and consequently not grasp the concepts taught and exhibiting deviant behavior, which is inappropriate and harmful to the children themselves and to the reputation of the school”.

OBJECTIVES OF THE STUDY

There is a need to find out why the children of Class VI D of Gurukul English High School were in disciplined in Class. Thus, this study was carried out with the following objectives in mind:

To study the relationship between indiscipline in the classroom and lack of interest in a subject.

To study the relationship between indiscipline in the classroom and dislike for a particular teacher.

To study the relationship between indiscipline in the classroom and behavioral issues or underlying family issues

To study the relationship between indiscipline in the classroom and poor academic performance of students.

FORMULATION OF ACTION HYPOTHESIS

A study to analyse the causes of Indiscipline exhibited by the students of Class VI D and suggest ways to take corrective actions.

I assume here that there may be multiple reasons for the indiscipline shown by students in the class/school. A few of them are listed below:-

- (i) Lack of Interest in Studies and a possible dislike for certain subjects or teachers
- (ii) Family Back-ground and lack of basic training in values and discipline
- (iii) Pampered Upbringing by the parents leading to the child developing a superiority complex and treating others in a wrongful manner.
- (iv) Their proximity with their peers, who may be influencing them negatively could also be a reason for their displaying different types of indiscipline in class and also to gain attention of others.

DELIMITATION OF THE STUDY

The present study is limited to Class VI D of Gurukul English High School, Ghatkopar(East), Mumbai.

METHODOLOGY

Name of the Methods 1) Survey Method 2) Experimental Method 3) Case Study

The method which was used to conduct the action research was the Survey method

Definition: The survey method of research asks a representative sample of people oral or written questions to find out about their attitudes, prominent behavior traits, beliefs, opinions and values.

METHODOLOGY OF THE STUDY

The research method adopted for the study-Survey Method: 15-20 Questions in a questionnaire will be asked and will find out about the family background of the child, the influencing/causative factors for indiscipline in class and the effect of the peer groups on the same, and their academic performance.

SAMPLING PROCEDURE

The universal data sample selected was the VI D standard of Gurukul English High School from which the smaller sample of one division of a mix of boys and girls was finally selected for the purposes of this survey data in consultation with the class teacher. The questionnaire was distributed among these candidates and the data was collected and conclusions drawn using a stratified and weighted sampling method.

DATA (QUESTIONNAIRE)

Standardized or teacher made test tool made by the student teacher than the researcher should explain the preparation method. Since this is in the form of an Action Research, the teacher made her own questionnaire. This was validated from experts and after revision; this questionnaire was administered to the students of Std. VI D of Gurukul English High School.

PREPARATION OF THE TOOL

How did you make the tool or questionnaire?

The questionnaire was prepared on the basis of the areas, which are most likely to cause the indiscipline from students during regular lessons in class and in school. The areas thus selected after due consideration were i) Academic Performance of the children. ii) Students having underlying behavioral issues iii) Family Background iv) Proper Diet and Nutritional Aspects v) Attitude of the pupil in class.

How many items or questions were there?

The researcher made a tool of **20 questions**.

What kind of questions were there-The questions were close ended objective type questions with pre-decided responses (**of Yes and No only**) pertaining to the most common

reasons/situations, that a regular student might encountering the above mentioned areas, on which the questionnaire is based.

CONCLUSION

A lot of thought went in to the preparation of the Questionnaire as well as the sample data to be considered for the survey. As far as possible, the preparation of the data questionnaire tool has been done keeping in mind the age and mental maturity of the candidates to be surveyed. Also the questions are framed as lucidly as can be done, so as to gather responses that ensure the data is objective and as accurate as possible.

ANALYSIS AND INTERPRETATION OF THE DATA

Since the data was collected by the survey methods, descriptive analysis was used and the results were then duly interpreted.

DATA ANALYSIS OF EACH ITEM

The statistical technique used for this purpose is descriptive statistical analysis based on the Survey Method. The areas under which the items were prepared were Parents, Teachers, Schools, Home.

INTERPRETATION AND GRAPHICAL REPRESENTATION OF THE DATA

i. Analysis of Causes of Indiscipline among the students of Students in Class VI-D
A great deal of thought was put in to devising questions, which would get specific responses from the students and help me to understand if the child is indiscipline or not and some of the sample questions used by me are as given below:

Eg:

Q1.If your teacher is taking a boring topic, would you crack jokes with your friends in class?

Ans: 1) Yes 2) No

Q2.If your best friend in class challenges you to throw a chalk at the teacher, when she is writing on the board, would you do it?

Ans: 1) Yes 2) No

Kindly refer to the detailed survey questionnaire, which is attached as an annexure to this study.

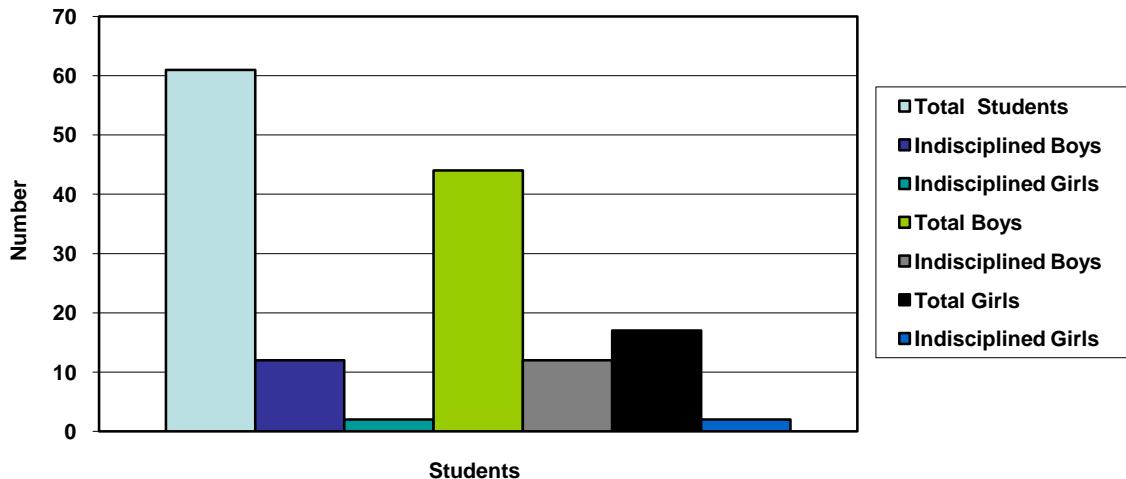
My findings are given in the Table 1 given below.

Table 1: Analysis of Indisciplined Students in Class VI-D

QUESTION NOS.	% OF INDISCIPLINED STUDENTS	
	BOYS	GIRLS
	YES	YES
1,2,3,5,6,10,11,13,14,17,18,19,20	12	2
Total Number of Students(61)	44	17
Percentage	20%	3%
Total Participants	44	17

Graphs 1:

Analysis of Indisciplined Students in Class VI-D



As per the above graph , it can be seen that 20% of the boys and 3% of the girls were found to be Indiscipline in Class VI-D.

Table 2: Analysis of Poor Academic Performers:

In my Survey Questionnaire, Question Nos. 4 and 14 were meant to analyse the aspect of academic performance and linked Indiscipline in students:

Eg:

Q4. Did you score more than 75% in the half year terminal examination?

Ans: 1) Yes 2) No

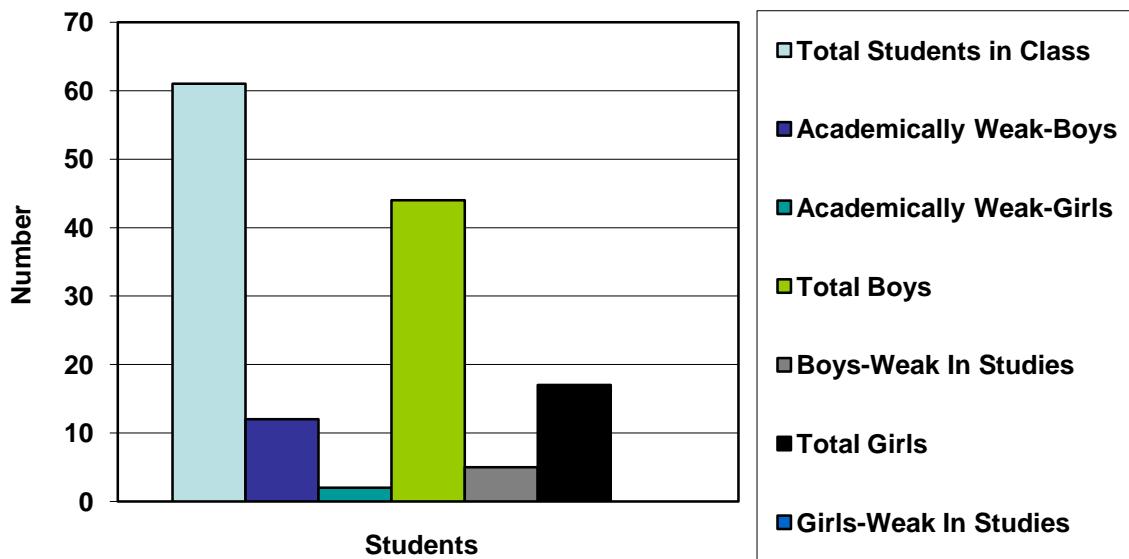
Q14. As a smart student,would you help a weaker student with a maths problem or instead tease him/her for being a duffer? Reply Yes if you will help and No if you will make fun of him/her

Ans: 1) Yes 2) No

	% OF POOR ACADEMIC PERFORMERS	
QUESTION NOS.	BOYS	GIRLS
	YES	YES
4 & 14	3	2
Total Number of Students(61)	44	17
Percentage	5%	3%
Total Participants	44	17

Graph 2:

Graphical Analysis of Academically Weak Students in Class VI-D



The above graph shows that in the class, 13 Boys,ie: 21% of the class were found to be academically weak. None of the girls was found to be academically weak.

Table 3: Behaviour Analysis:

Some of the questions used by me to understand the behaviour traits/underlying family problems were:

Eg:

Q15. Another classmate is being punished for a mischief actually done by you,would you stand up and confess or keep sitting and enjoy the show?

Ans: 1) Yes 2) No

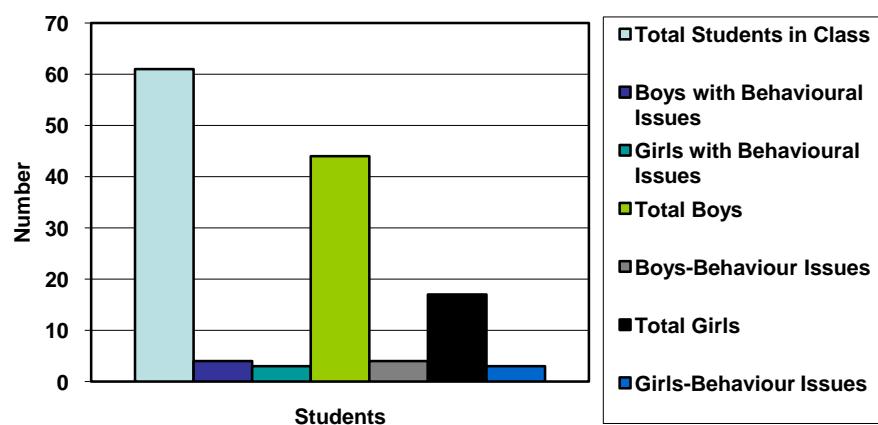
Q12. Do your parents scold you for every small mistake or pranks you do?

Ans: 1) Yes 2) No

QUESTION NOS.	% OF STUDENTS WITH UNDERLYING BEHAVIOURAL/FAMILY ISSUES	
	BOYS	GIRLS
	YES	YES
7,8,9,12,15,16	10	3
Total Number of Students(61)	44	17
Percentage	20%	3%
Total Participants	44	17

Graph 3:

**Graphical Analysis of Students with Behavioural Issues
in Class VI-D**



From the above graph, it is seen that **10 Boys and 3 girls or 21% of the class** had underlying behavioral issues/family problems.

Conclusions:

The following parameters could be successfully concluded through the study done by me:

% of Students found to be Indisciplined in the class

VI-D	DISCIPLINED	INDISCIPLINED	NS
BOYS	32	12	NIL
GIRLS	15	2	NIL

* NS: Not Sure

% of Students found to be Poor Academic Performers in the class

VI-D	GOOD	POOR/AVG	NS
BOYS	31	13	NIL
GIRLS	17	NIL	NIL

* NS: Not Sure

% of Students found to be having underlying “Behavioral/Family Issues”

VI-D	Behaviour/Family Issues	No Behaviour/Family Issues	NS
BOYS	10	34	NIL
GIRLS	3	14	NIL

* NS: Not Sure

3.4 TIME SCHEDULING

3 Months during the practice teaching sessions

CONCLUSIONS AND SUGGESTIONS

This section contains the final findings for the causes that basically lead to indiscipline in a student in the classroom (VI-D) and suggestion of certain remedial actions for the same, which can be implemented by parents, teachers, school authorities, non-teaching staff and in certain cases as is applicable by the pupils themselves to arrest and/or rectify the said problem of Indiscipline in the classroom.

FINDINGS

Where does the problem lie??

According to the analysis and interpretations of the data collected by me from the students of Std.VI D of Gurukul English High School, the following were the findings of this report concerning the problem of Indiscipline by students during regular lessons in the classroom and also with their peer groups.

Finding 1: More number of boys were found to exhibit different kinds of indiscipline like talking, eating in the class etc as compared to the girls, who were relatively much more disciplined and well-behaved. The teachers also found it relatively difficult to control the class with a large number of students, which also gave the students an opportunity to be indiscipline.

Finding 2: Girls has a fantastically better academic performance record compared to the boys in the class and were more focused in their studies.

Finding 3: Behaviour Issues including verbal abuse, aggressive behavior and misbehaving in class with the peers or even teachers was also observed more in the boys compared to the girl students. Many of them were found to bully the weaker ones in the class and even got in to physical fights with each other. A link to the exposure to the violence shown in certain television and movies being the influencing factors was also quite apparent.

(Please note that the above findings are based on the actual dataand responses collected during the Action Research Survey Questionnaire)

CONCLUSIONS

Based on the responses given by the candidates of Std. VI D of Gurukul English High School,the following final conclusions can be drawn as the most likely causes of the problem of Indiscipline exhibited by students during regular lessons in the classroom and also with their peer groups. These are stated in the below mentioned points:

1> Conclusion I: I feel that the boys in the class displayed a high degree of Indiscipline linked traits on a regular basis in class, which inevitably continued during the breaks also. This maybe due to the fact that the boys tend to be normally more mischievous , when compared to girls and tend to have a lesser fear of reprisal/punishment by the teachers. Breaking rules/discipline seems to give the boys a feeling of thrill and enjoyment, which is a matter of concern.

2> Conclusion II:I feel the girls in class displayed better discipline and the same was also observed through their overall academic record, which was much better than the boys.

3> Conclusion III:I feel that the aggressive behavior including physical fights and bullying of peers shown in a certain group of boys of the class needs to addressed on priority through counseling etc by the teachers/counselors as this kind of behavior can be a major stumbling block in their learning years and also for their future.

(Please note that the above conclusions are based on the actual data and responses collected during the Action Research Survey Questionnaire)

My Suggestions:

My Project Study has given me useful insights in to the causes and also the tools by which the Indiscipline can be identified and controlled in class and some of the suggestions are given below:

(I) I feel that the teachers can have an action plan to specially focus on the students, who are found to repeatedly display indiscipline in class and outside. This action plan can basically comprise of a carrot and stick approach, wherein the teacher can suitably counsel the child on changing the traits of indiscipline and aggressive behavior towards others. If the child still doesn't improve, then in the second step, the teacher may use a stricter approach and take the child to the Principal for suitable and stern reprimand. As a final resort, the child's parents may also be called to school to re-inforce the desired corrections in the behaviour and this way, their critical involvement in the correction process may also be planned.

(II) Another concrete suggestion from my end is of possible temporary isolation of the child from his linked peer group in class, which possibly encourages the indiscipline or undesirable attitudes in the child. The child can be made to sit with a studious group, which may help to change the child for the better.

(III) In difficult cases of Indiscipline or unruly behaviour, the use of a Clinical Psychologist may also be done, which will help the behavior correction/attitude change in the hands of a professional, who is well trained to handle such extreme cases using various tools.

Bibliography

I have referred to the following websites given below to gain more insights and knowledge of the aspect of Indiscipline and its causes in Children and also on linked behaviour/family issues, which can affect the child negatively:

- www.socialresearchmethods.research.net
- www.scre.ac.uk
- www.parentfurther.com
- www.indiaparenting.com
- www.greatschools.org
- www.bbc.co.uk/wales/schoolgate/aboutschool/content/discipline.shtml

Annexure

Student Questionnaire- “Indiscipline”

Q1.If your teacher is taking a boring topic,would you crack jokes with your friends in class?

Ans: 1) Yes 2) No

Q2.If your best friend in class challenges you to throw a chalk at the teacher,when she is writing on the board,would you do it?

Ans: 1) Yes 2) No

Q3. Suppose your class teacher has warned you for late coming to school more than twice and yet,you are late once again,would you feel sorry and embarrassed to face her or “cooly ignore your late coming habit”? Reply as Yes, if you will and No,if you won’t.

Ans: 1) Yes 2) No

Q4. Did you score more than 75% in the half year terminal examination?

Ans: 1) Yes 2) No

Q5. Do you get frequently punished in class for talking or cracking jokes on others?

Ans: 1) Yes 2) No

Q6.Are you scared of any Teacher and hence afraid of coming to school?

Ans: 1) Yes 2) No

Q7.Do you eat a proper break-fast before coming to school or carry a proper nutritious tiffin?

Ans: 1) Yes 2) No

Q8. Do you fall sick very often?

Ans: 1) Yes 2) No

Q9. Do you enjoy coming to school?

Ans: 1) Yes 2) No

Q10. Do you greet your teachers,when you see them in the corridor?

Ans: 1) Yes 2) No

Q11. Suppose you have forgotten to do your science home-work.Would you feel scared to face your teacher?

Ans: 1) Yes 2) No

Q12. Do your parents scold you for every small mistake or pranks you do?

Ans: 1) Yes 2) No

Q13. As a leader in your group of friends,would you encourage them to break the basic rules of the school ?

Ans: 1) Yes 2) No

Q14. As a smart student,would you help a weaker student with a maths problem or instead tease him/her for being a duffer? Reply Yes if you will help and No if you will make fun of him/her

Ans: 1) Yes 2) No

Q15. Another classmate is being punished for a mischief actually done by you,would you stand up and confess or keep sitting and enjoy the show?

Ans: 1) Yes 2) No

Q16. A weaker boy in class is being repeatedly bullied by a hefty boy in your class.Would you inform your class teacher of this or just keep quiet? Reply Yes if you will help and No,if you won't.

Ans: 1) Yes 2) No

Q17. If your father gets transferred and your family needs to move to another city and the new school,which you are supposed to join is famous for its strict discipline and rules,would you join this school?

Ans: 1) Yes 2) No

Q18. The class monitor is doing the weekly checking of Nails and Shoes in class and your nails are big and shoes all soiled.Would you try to bribe the monitor in to ignore your indiscipline and to somehow escape the teacher's scolding?

Ans: 1) Yes 2) No

Q19. If you see one of your classmates damaging the school property,would you stop him/her or praise him/her for the guts shown in doing this act? Reply Yes if you will stop and No if you will praise.

Ans: 1) Yes 2) No

Q20. Do you think that it is a good thing to have rules and restrictions in school?

Ans: 1) Yes 2) No



A STUDY TO ANALYSE THE CAUSES OF INATTENTIVENESS OF THE STUDENTS OF CLASS VIII B OF MARTHOMA HIGH SCHOOL, GOVANDI

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INTRODUCTION

Attentiveness is essential for focussing on the matter taught to the students and to grasp the meaning of the material for further implementation and lasting knowledge

THE IMPORTANCE OF THE STUDY

Attentiveness is essential otherwise the subject or the child will not be in a position to develop social etiquettes for interacting with other

THE BACKGROUND OF THE PROBLEM

During practice teaching I observed that the children in Class VIIIB were highly inattentive as they were mischievous as compared to the other classes.

STATEMENT OF THE PROBLEM

A study to analyze the causes of inattentiveness by the students of Std VIIIA and to suggest ways to take correct action.

OPERATIONAL DEFINITION OF THE PROBLEM

The term ‘Inattentiveness’ for the purposes of this study is defined as “the willful decision of the student not to pay attention to what is taught in the class and hence not to grasp the concepts taught; thus resulting in a form of indiscipline and deviant behavior.”

OBJECTIVES OF THE STUDY

There is a need to find out why the children of Class VIIIB of Marthoma High School were inattentive.

FORMULATION OF ACTION HYPOTHESIS

A study to analyse the causes of inattentiveness by the students of Class VIIIB and suggest ways to take correct action.

DELIMITATION OF THE STUDY.

The present study is limited to Class VIIIB of Marthoma High School of Deonar (E), Mumbai - 99

METHODOLOGY OF THE STUDY

The research method adopted for the study - Survey method: 20 to 25 questions in a questionnaire will be asked and will find about the background of the child, the hyper activeness of the child.

SAMPLING PROCEDURE

The Universal data sample selected was the VIIIB standard of Marthoma High school from which the smaller sample of one division of a mix of boys and girls was finally selected for the purposes of this survey data. The questionnaire was distributed among these candidates and the data was collected and conclusions drawn using a stratified and weighted sampling method.

DATA (QUESTIONNAIRE)

Standardized or teacher made test tool made by the student teacher than the researcher should explain the preparation method.

PREPERATION OF THE TOOL

How did you make the tool or questionnaire - The questionnaire was prepared on the basis of the areas which were most likely to affect the pupils attention span or concentration during regular lesson in class. The areas thus selected after due consideration were i) The school and classroom premises. II) Health of the pupil. iii) Conditions at home. iv) Conditions conducive to learning like liking for subject or teacher, etc. v) Attitude of the pupil in class and vi) General personality related questions.

How many items or questions were there - The researcher made a tool of 20 questions.

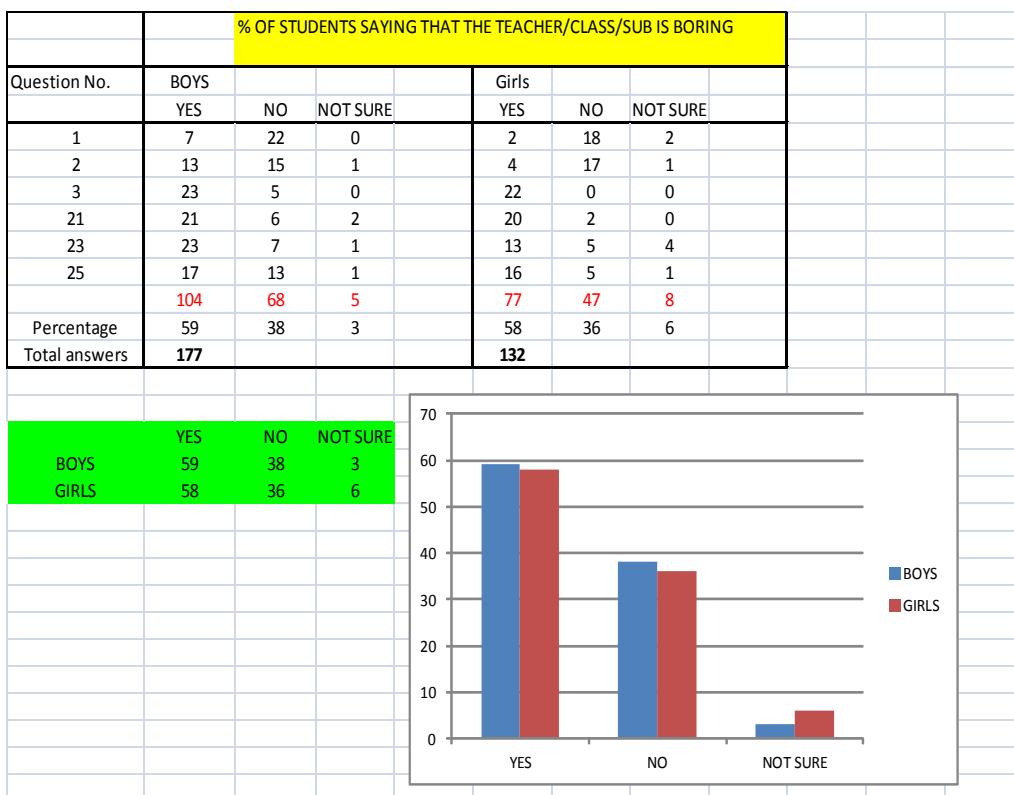
What Kind of questions were there - The questions were close ended objective type questions with pre decided responses (of yes, No and not sure) pertaining to the most common or everyday situations, that a regular student might encounter in the above mentioned areas, on which the questionnaire was based.

How the children are supposed to mark - The students need to just put a tick in the column of the most appropriate response they feel is applicable against the questions mentioned.

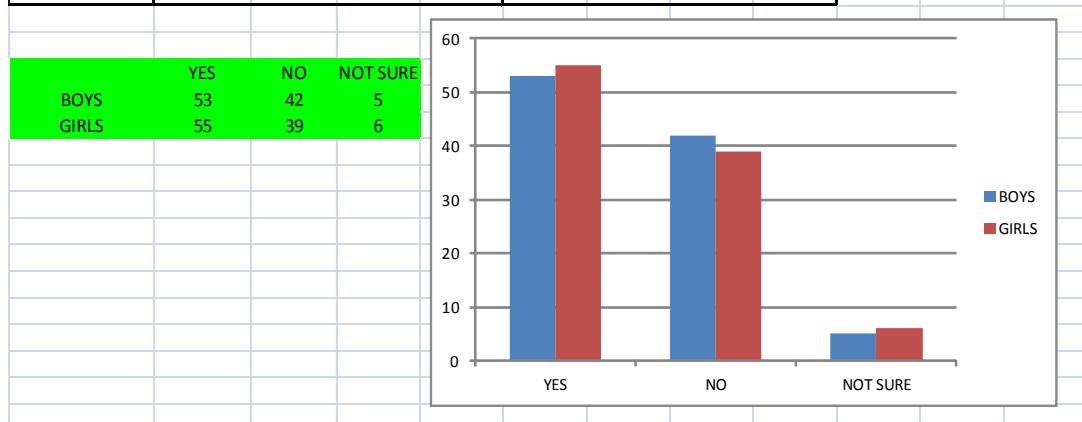
CONCLUSION

A lot of thought went into the preparation of the Questionnaire as well as the sample data to be considered for the survey. As far as possible the preparation of the data questionnaire tool has been done keeping in mind the age and mental maturity of the candidates to be surveyed. Also the questions have framed as lucidly as can be done so as to gather responses that ensure the data is as objective and as accurate as possible

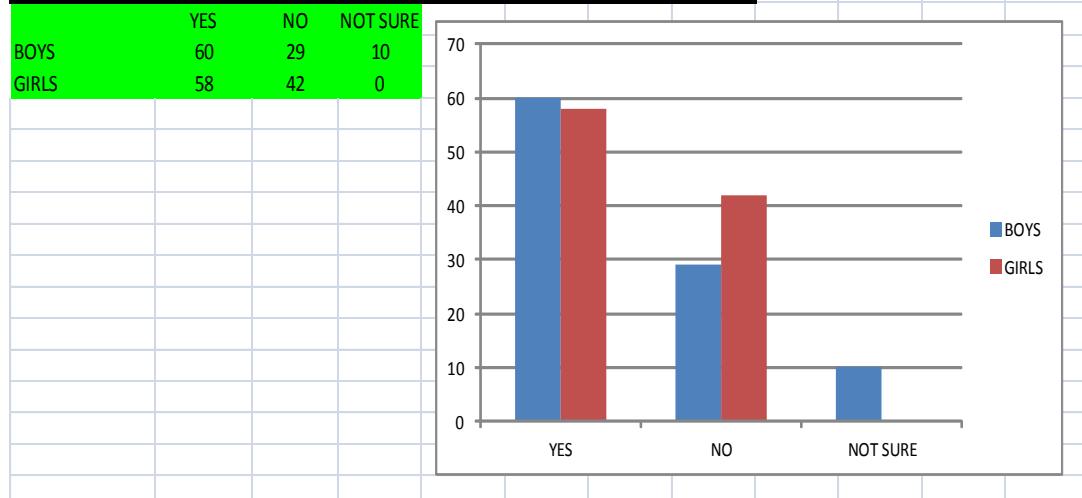
ANALYSIS AND INTERPRETATION OF THE DATA



	% OF STUDENTS SAYING THAT THEY ARE POOR IN STUDY HABITS						
QUESTION NO.	BOYS			GIRLS			
	YES	NO	NS	YES	NO	NS	
4	22	6	1	22	0	0	
7	5	24	0	1	20	0	
10	19	6	4	19	2	1	
24	15	13	1	6	12	4	
	61	49	6	48	34	5	
Percentage	53	42	5	55	39	6	
Total Answers	116			87			



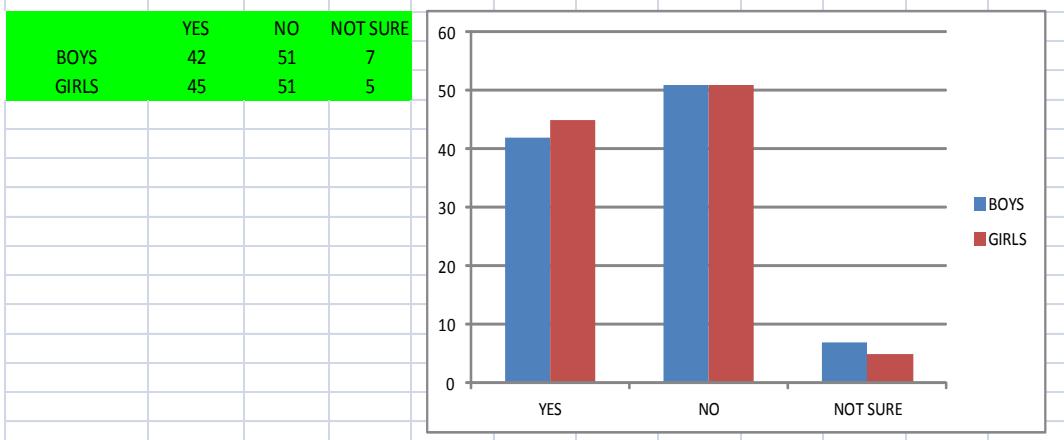
	% OF STUDENTS WITH PEER PROBLEMS					
QUESTION NO	BOYS			GIRLS		
	YES	NO	NOT SURE	YES	NO	NOT SURE
5	12	14	3	3	18	0
11	23	3	3	22	0	0
	35	17	6	25	18	0
Percentage	60	29	10	58	42	0
Total Answers	58			43		



QUESTION NO	% OF STUDENTS WITH HEALTH PROBLEMS						
	BOYS YES	NO	NOT SURE		GIRLS YES	NO	NOT SURE
6	3	26	0		2	20	0
9	24	3	2		21	1	0
14	12	12	5		15	5	2
15	11	16	2		13	7	2
16	10	19	0		9	13	0
17	8	19	1		9	12	1
18	4	24	1		8	13	1
19	20	7	2		19	3	0
20	20	6	3		21	1	0
22	21	7	1		21	1	0
	133	139	17		138	76	6
Percentage	46	48	6		63	35	3
Total Answers	289				220		



QUESTION NO	% OF STUDENTS WITH FAMILY PROBLEMS						
	BOYS YES	NO	NOT SURE		GIRLS YES	NO	NOT SURE
8	23	4	2		20	1	1
12	6	21	1		5	16	0
13	7	19	3		4	16	2
	36	44	6		29	33	3
Percentage	42	51	7		45	51	5
Total Answers	86				65		



Conclusion: The following could be concluded

% of Students saying that their teacher/class/subjects were boring

	YES	NO	NS
BOYS	59	38	3
GIRLS	58	36	6

% of students saying that they have poor study habits

	YES	NO	NS
BOYS	53	42	5
GIRLS	55	39	6

% of students saying that they have peer problems

	YES	NO	NS
BOYS	60	29	10
GIRLS	58	42	0

% of students saying that they have health problems

	YES	NO	NS
BOYS	46	48	6
GIRLS	63	35	3

% of students saying that they have family problems

	YES	NO	NS
BOYS	42	51	7
GIRLS	45	51	5

TIME SCHEDULING

3 months during practice teaching lessons

CONCLUSIONS & SUGGESTIONS

This section contains the final finding for the causes that lead to inattentiveness of a student in the classroom and suggest certain feasible remedial action for the same which can be implemented by parents, teachers, school authorities, non-teaching staff and in certain cases as is applicable carried out by the pupils themselves to arrest and /or address the said problem of Inattentiveness in the classroom.

FINDINGS

Where does the problem lie??

According to the analysis and interpretation of the data collected from the candidates of STD VIIIB of Marthoma High School the following were the findings of this report as concerns the problem of Inattentiveness during regular lessons in the classroom. These are stated in the below mentioned points.

- 1> Finding 1: More number of boys said that they find the subjects boring when compared to girls especially many of them have problems with Hindi, Marathi as the teacher was not making use of any activities examples and teaching aids, while teaching and was unable to arouse interest amongst the students.
- 2> Finding 2: More boys had problems with their peer group as many of them bully each other, They verbally abuse and even get into physical fights. They are all from different backgrounds and they are not guided for their aggressive behaviour by their family members. Their neighbourhood friends also compel them to do things which they follow, as they do want to lose their friends. The same behaviour is displayed while in class and they try to misbehave with their classmates.
- 3> Finding 3: Poor study habits were more observed in girls, the only reason being that they were all addicted to Television. Assuming that there may not be any kind of encouragement as the parents might not be interested in sending them for further education and maybe planning to get them married off.
- 4> Finding 4: It was observed that there were more number of girls who were ill when compared with boys. One major factor contributing to ill health could be under nourishment. As girls in India tend to be more anaemic when compared to boys. Assuming that the girls may not be given enough food due to poverty and also since it is a male dominated society, they must be sacrificing on that ground too.
- 5> Finding 5: The family problems observed was more in girls when compared to boys, One major factor contributing to this problem was that most of them felt that the parents did not listen to them . The girls also felt that there were frequent quarrels and most of them have said that their parents are unwell. I assume that girls are more sensitive to such issues and are more responsible when compared to boys and hence, they tend to get highly affected when there are problems at home as they are helpless.

(Please note the above findings are a sample mentioned for initial format purposes and are subject to change based on the actual data and responses collected during the Action Research Survey)

CONCLUSIONS.

Based on the responses given by the Candidates of Std VIII B of Marthoma High School the following conclusion can be drawn as the most likely causes for the problem of Inattentiveness during regular lessons in the classroom. These are stated in the below mentioned points.

- 1> Conclusion I: I feel that the boys had a major problem with respect to the subjects, teacher, class and also the peer group. This maybe due to the fact that boys tend to be more mischievous when compared to girls and so are unable to pay attention in class when the subjects are taught. Also I feel their attention span is very short and so the teacher needs to be very innovative while delivering a lesson and use pictures, charts and many more activities like brain storming and seminar which will capture their interest and involve them in the lesson as a whole.
- 2> Conclusion II: I feel the girls had poor study habits, were more prone to ill health and was highly affected by family problems as I believe there may be some kind of bias and preferential treatment towards their brothers as most of their parents are uneducated and would be under the impression that it is the boy or their son who will be eventually supporting them. I assume that the parents would not be particularly interested in educating the parents and would not be encouraging them to be serious about their studies.

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**A STUDY TO ANALYZE THE CAUSES OF LACK OF MOTIVATION FOR
ENGLISH SPEAKING IN THE STUDENTS OF 9TH STANDARD IN THERESA
HIGH SCHOOL**

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Introduction of the study

The ability to speak English fluently is one of the major factors affecting employability today. English is our Lingua Franca, the knowledge of which helps us be at par with the world in terms of trade and commerce, scientific knowledge, Information technology etc.

However, our education system has not changed much to accommodate this growing need for English language education. In most of the state board and government run schools across India, there is a strict division--namely, the English medium schools and the vernacular medium schools. It is not to state that other medium schools are any less in terms of quality. However, if the aims are equal educational progress for everyone in our country and improving the overall position of our country on a global scale, then the prevalent system needs to be scrutinized.

According to a research conducted in various schools in our country, there lies a significant difference between the English medium students' attitude towards self and other pupils as compared to the vernacular medium students' attitude towards self and other pupils. (Dr.Pathan, 2012). However, I found that even in English medium schools there exists a learning gap as far speaking regularly in English is concerned. During my internship at Theresa High School--Saki Naka, Mumbai, for example, I came across several instances

where students would hesitate to speak in English when asked a question. This I felt was a problem worth contemplating

Although this is an English medium school, there were instances when the students would talk amongst themselves in other languages during class hours. As an English method student I am aware that one of the most important factors in language learning is drill and practice, which the students did not seem to be indulging in. Hence, I selected this particular problem for my research to analyse the various reasons that hindered the students from being motivated to speak in English.

Importance of the study

The reason why I consider this topic as important is the growing skills gap between students from vernacular medium and those from English medium. English speaking classes have mushroomed almost at every nook and corner of the country, which is a sure indicator that there is a need for learning English among the public. Further, the fact that these classes claim to prepare the students for job, also stresses upon the relationship between English communication and employability.

IT has been recorded that Pustak Mahal, the Delhi based publishing house sells around 10 lakh copies of Rapidex, their top product in English speaking. This book has been translated into 16 Indian languages and 3 foreign languages. (Times, 2013). All these figures reveal the major lacuna in our education system as far as the global language is concerned.

Gandhiji had said that education should enable a human being to be self-sufficient. It should enable him to earn his daily bread and butter. However looking at the wide-spread unemployment in our country, and the sheer race to join English speaking institutes it can be inferred that even the English medium schools are broadly unsuccessful in making our youth job-ready. Hence, I felt that it was about time a research was conducted on this topic.

When I observed that 9th standard students who would probably join the workforce within a few years join the workforce lagging behind in English speaking skills, I felt that a research on this topic would be a worthwhile endeavour to pursue.

Background of the Problem

This problem came to my notice when, while teaching an English lesson, I felt that students were not very keen about participating in classroom discussion. When questions were asked to them, they avoided answering them. However, when I asked the same questions in Hindi, a few students promptly answered them.

Further, when I corrected their notebooks, I found grammatical errors in many of their answers. This problem was a more deep-rooted and serious one because these students are supposed to appear for their board exams next year where they will be marked down for these mistakes.

What I further noticed when I spoke to them was that many of them were sincere about studies. Their concepts in subjects like Maths and Science were quite clear. They were otherwise enthusiastic to speak up. However, when asked a question in English, they would shy away or keep quiet.

This made me think that there is a lot of hesitation among the students when it comes to spoken English.

As an English teacher, this problem bothered me. In English, listening and speaking are both important skills. Listening helps the student internalize sound and speech patterns. Speaking reinforces these patterns. However, if the students shy away from speaking, they would not get enough drill and practice due to which language development will suffer. Hence, I was keen about addressing this issue.

Statement of the Problem

So, the study consists of analysis of the problem of 'Lack of motivation' as far as speaking the English Language is considered. The sample consists of students from 9th standard of Theresa High School- Saki Naka Mumbai. This sample group is made up of students aged 13-14 years.

Definition of the Problem

The problem can be defined in the following terms specifically:

A Study—A study means a systematic, step by step and focused reflection on the topic concerned,

To analyse—Analysis refers to breaking up the different aspects of the problem and scrutinizing them with reference to the assumptions or hypothesis previously formed

The causes—Causes refer to the factors responsible for the problem

Lack of Motivation—It refers to the absence of, or reduction in the drive. In our case, it means the lack of internal drive to learn to speak in English.

Objectives of the Study

The following objectives have been kept in mind while conducting the research:

- 1) To identify the causes of lack of motivation to speak in English
-

- 2) To analyse the causes of lack of motivation to speak in English
- 3) To suggest remedial measures to be undertaken by the teachers and the school as well as the students individually.

At the end of the study, I intend to achieve all the above objectives in order to address the issue that I have identified and provide solutions so that the school and the students can prepare a plan of action to work on.

Introduction of Research Methodology

Research means the systematic search for existing knowledge and ideas in a particular field, conducted in order to serve as a foundation on which further knowledge can be based sought or discovered. In common language, it means that researchers will have to find out what is already known about a subject and then co-relate that knowledge with various assumptions or possible solutions regarding a given problem.

After such co-relation, they can either support or discard the assumptions. If these assumptions prove to be true in most cases, then this research results in the formation of a theory. Further, if the theory proves to be true in all cases, unconditionally, then it results in the formation of a law. Thus, research is the basis of all knowledge.

Various methods are followed to conduct this research. They are Surveys, Experimentation, Case studies etc.

Surveys- Survey method refers to collecting opinions from a group of sample selected specifically for the purpose of the study. An ideal sample would be of adequate size, enough to test the hypotheses a number of times.

The results of these surveys are then statistically organized to find out average group behavior, that leads us to the conclusion.

Experimentation- Experimentation involves physically testing the hypotheses with the help of certain apparatus or tools designed specifically for the purpose. There is a fair amount of trial and error involved in the experimentation method. After repeated attempts at verifying the hypotheses are undertaken, the observations are noted down as findings of the research.

Case Study- In this method, a particular subject or a small cohesive group is studied in detail, with each aspect of behavior analyzed and scrutinized before reaching a conclusion.

Methodology of the Study

I have selected the Survey method for my study as this study revolves around the attitudes and opinions of the participants. As far as possible, the questions revolve around the

students' attitudes regarding English speaking and the environment that they receive for the purpose. All the questions are close-ended questions. A copy of the survey questionnaire has been attached for reference in the appendix.

Sampling Procedures

All of the 51 students present in class 9th A on 12th February 2015 were provided with a teacher made survey sheet. They were given clear instructions about how to answer the questions.

They were also made aware about the confidentiality clause; that is they were specifically told that the data would not be disclosed to a third party. This was done to maintain sincerity of the responses.

Out of the 51 data sheets collected, 40 sheets were selected for study through random sampling.

Data

The Data gathering tool I have used for this study is a teacher made questionnaire that has been made keeping a few hypotheses in mind.

I reflected on the possible reasons why students could be disinterested in speaking English. There were many possible assumptions out of which I shortlisted 5 probable reasons that I found were most important.

Further I framed hypothesis statements for each of these assumptions.

I then reflected on what questions could be asked to the students to either prove or disprove the assumptions.

Preparation of the tool

After this step, I prepared a list of 25 questions and edited them further.

I cross verified these questions to check whether they were really relevant to the objectives of the study.

I then excluded 5 questions that seemed irrelevant to the objectives. Thus the questionnaire consisting of 20 questions was formed.

Categorization of the questions according to their hypotheses is as follows:

The reason for lack of motivation regarding English speaking could be:

1) Teachers have not taken up enough efforts to ensure drill and practice.

Question numbers 1,4,5,11,17 cater to this hypothesis.

- 2) The School may not have English Language training activities as the focus of its co-curricular program.

Question numbers 6,7,9,13 and 14 cater to this hypothesis

- 3) Atmosphere at home is not conducive to practicing English

Question numbers 2 and 18 cater to this hypothesis.

- 4) The Student does not have interest in learning English Speaking

Question numbers 10,12,16,20 cater to this hypothesis.

- 5) The student does not have favourable attitude towards English language.

Question numbers 3,8,15,19 cater to this hypothesis.

Once these questions were framed according to the hypothesis they catered to, they were arranged in a random order to form the questionnaire.

Each question had options from which appropriate answers could be selected. A few questions had 'yes' or 'no' answers, whereas, a majority of the questions had 3 options to choose from.

Finally, I added the instructions for the students which requested the students to tick only one appropriate response.

Conclusion

The questionnaire was appropriately filled in by the students and collected by me. I carefully scrutinized the responses and made tables which will be discussed in the next chapter.

Thus, the most important activity for the research- data collection was successfully completed. The students were very co-operative, asked relevant questions and participated whole-heartedly in the process.

CHAPTER III ANALYSIS OF THE DATA

In the last chapter I have already mentioned the Hypothesis based on which the research would be conducted. They are as follows :

- 1) Teachers have not taken up enough efforts to ensure drill and practice.
- 2) The School may not have English Language training activities as the focus of its co-curricular program.
- 3) Atmosphere at home is not conducive to practicing English
- 4) The Student does not have interest in learning English Speaking
- 5) The student does not have favourable attitude towards English language.

For each of these hypothesis, a single analysis would be carried out. The graphical representation of all the responses for each questions pertaining to each hypothesis would be charted

Based on the overall result, the analysis would mention whether or not the hypothesis has been proved.

Data Analysis

Statistical technique would be to collate the responses in an excel sheet and then prepare bar diagram for the responses. An example of Collating the data in the excel sheet is given below.

Question Number 19	According to you, which language should be used in daily conversation and why?			
Roll No	Name of Student	Hindi- because its easy	Mother-tongue- because its closest to our culture	English because I find it interesting
1	Yogita Arde			*
4	Amruta Fondevkar			
5	Riddhi Jadhav	*		
8	Megha Kandalgaonkar		*	
10	Nashrah Khan			*
11	Neha Satish			*
12	Sanjana More			*
14	Yukta Patil			*
15	Lata Prajhat	*		
16	Anjali Pandit			*
17	Kinjal Patel	*		
18	Deekshita Salian			*
19	Chhaya Singh		*	
20	Fiza Shaikh			*
21	Sania Siddique		*	
24	Himanshu Bhaskar			
25	Ramdev Patel			*
26	Amir Chaudhary		*	
28	Sandhesh Gaikwad		*	
29	Sahil Jadhav	*		
30	Siddhesh Jadhav	*		
31	Udit Jadhav			*

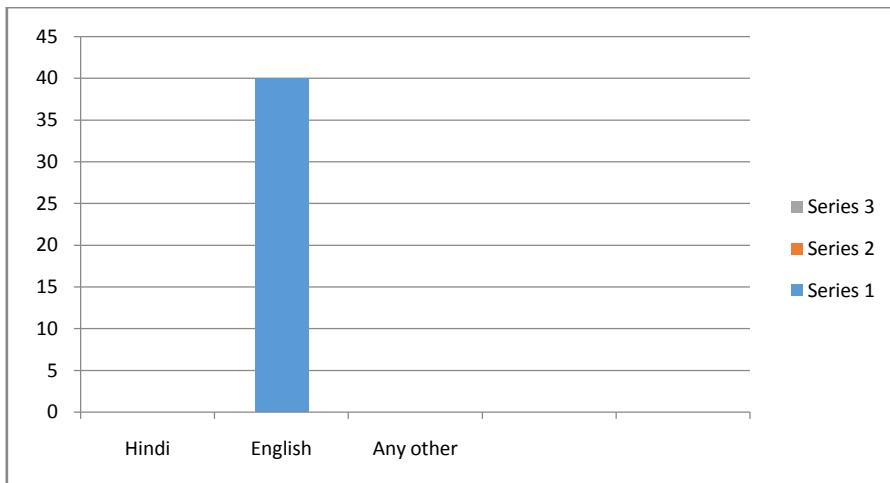
34	Sonu Jakhvadia			*
35	Swapnil Kale			*
36	Imran Khan			*
37	Izaan Khan	*		
38	Sakib Khan			
39	Shahbaan Khan	*		
40	Kritik Mange			*
42	Manihar Mohd. Shadaab		*	
43	Vishal Mestri		*	
44	Digambar Mishra			*
46	Faisal Faruq	*		
47	Prathamesh Palande			*
49	Raj Parte			*
51	Aniket Patil		*	
59	Swaraj Tarapure			*
61	Bhavesh Upadhyay			*
62	Suraj Vishvakarma		*	
63	Jayesh Varma		*	

After collating data for each question in the above manner, I have prepared bar graphs for each question and analysed them as follows in the pages ahead:

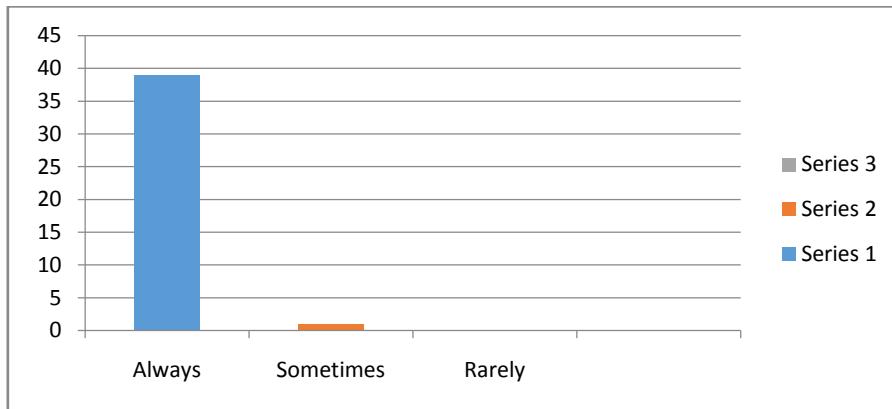
Interpretation and Graphical Representation of Data

Hypothesis 1) Teachers have not taken up enough efforts to ensure drill and practice.

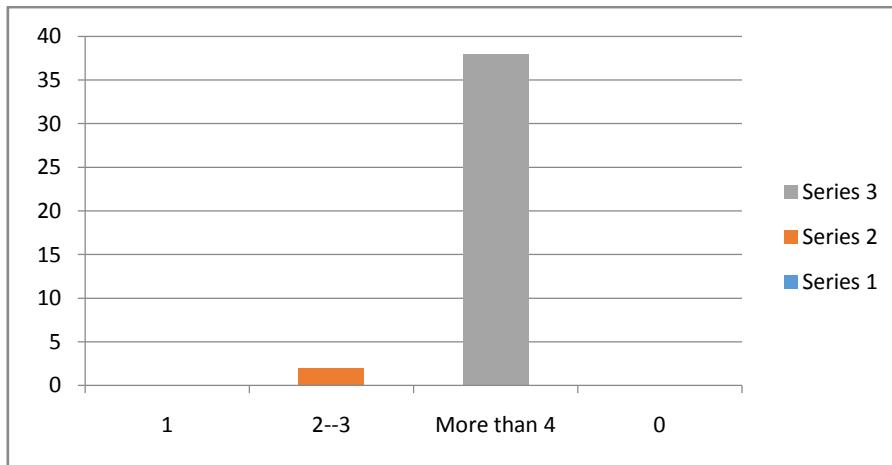
Question 1) In which Language do you speak with your teachers?



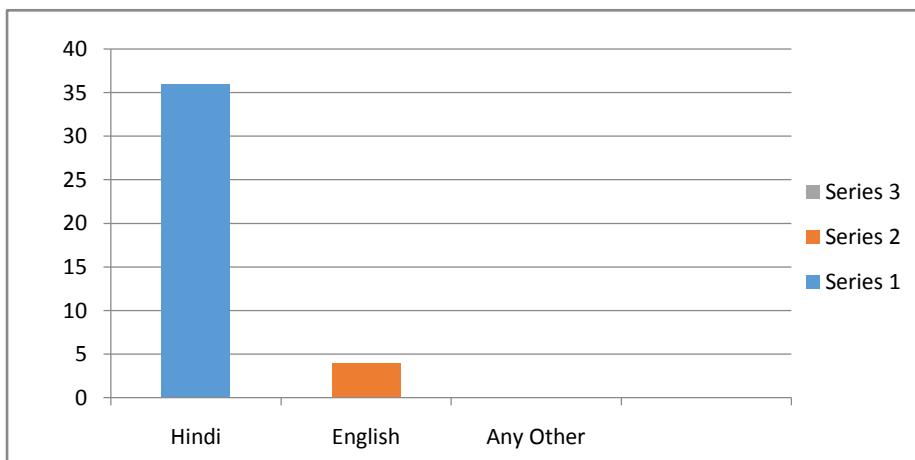
Question 4) Do your teachers talk to you in English?



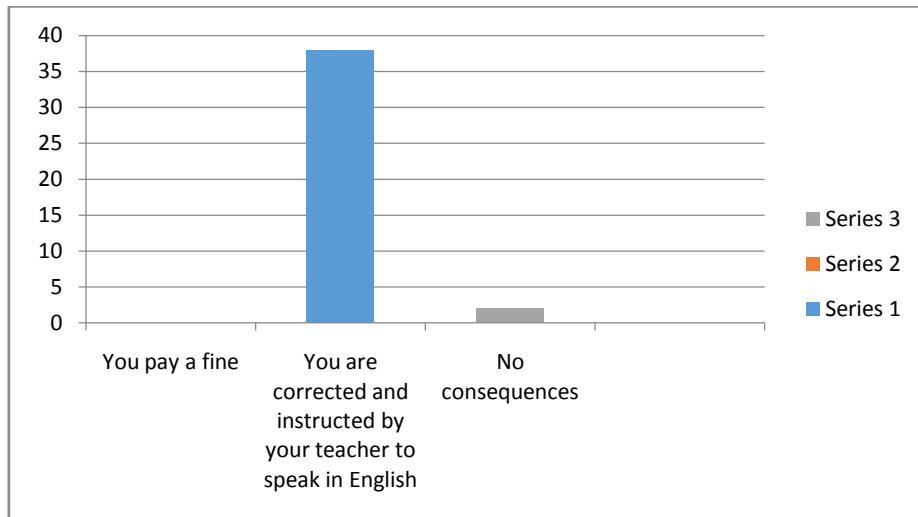
Question 5) How many of your teachers talk to you in English?



Question 11) In which language do you speak with your friends?



Question 17)What happens when students do not use English during school hours (other than Hindi/Marathi periods?)



Analysis

This Data can be analysed as follows:

Most of the students have said -

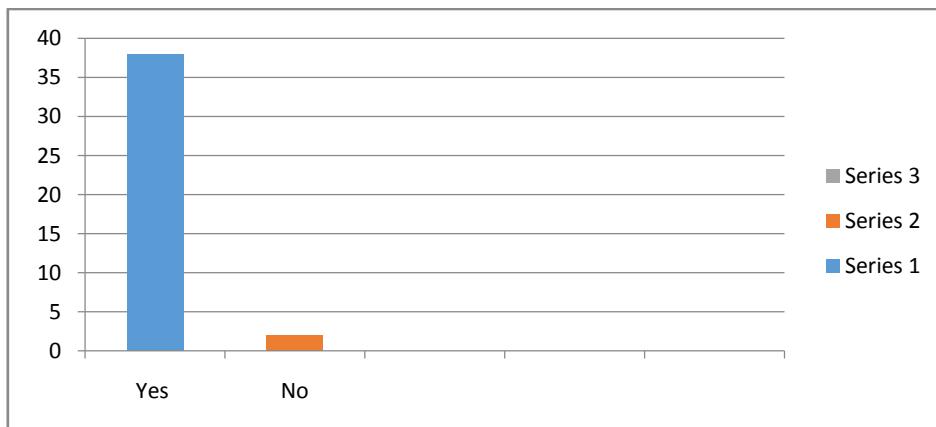
- 1) They Speak to their teachers in English
- 2) Their teachers always speak to them in English
- 3) More than 4 of their teachers speak to them in English
- 4) They are corrected when they don't speak in English or make mistakes

However, many of the students speak to their friends in Hindi. Hence Teachers should encourage students to speak to their friends in English

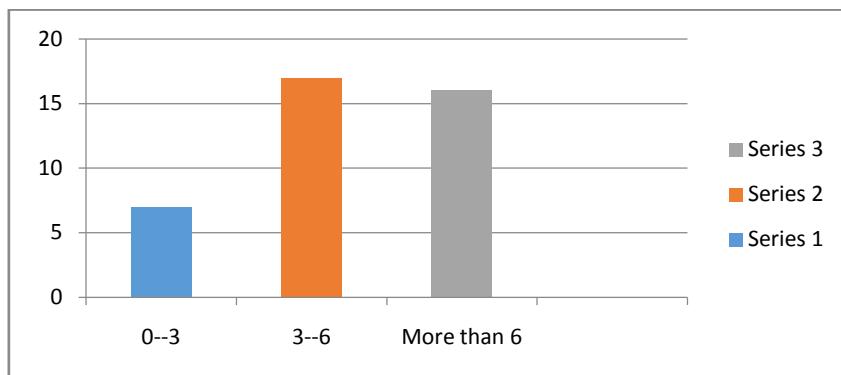
Therefore this hypothesis is disproved. The teachers of Theresa High school do mostly take efforts ensure drill and practice.

Hypothesis 2) The School may not have English Language training activities as the focus of its co-curricular program.

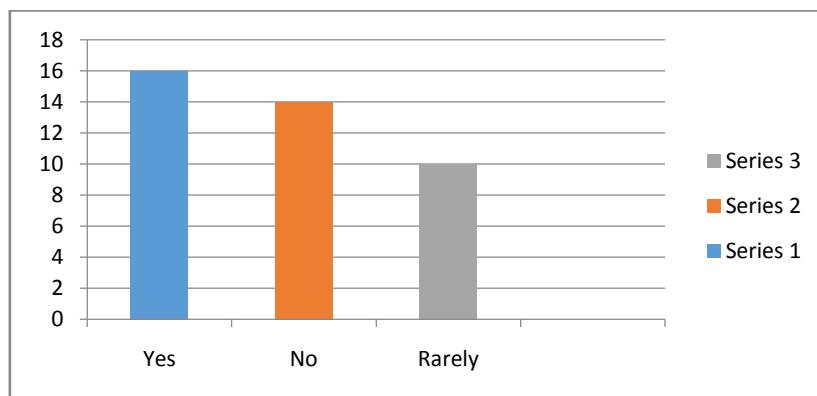
Question no 6) Does your school have a library/library period?



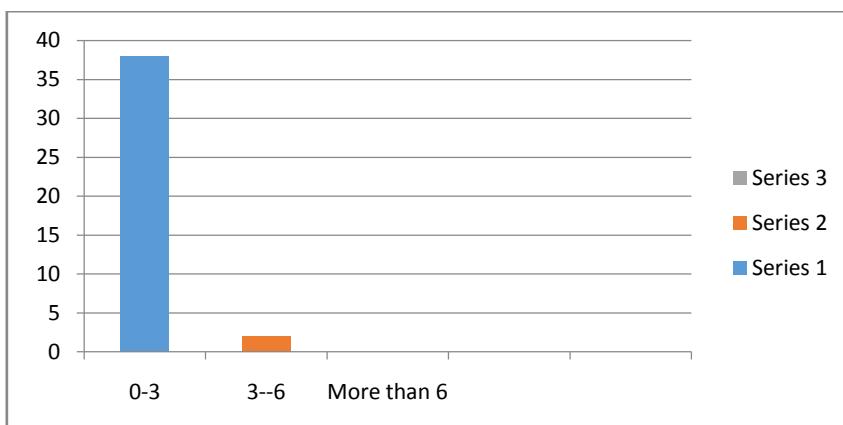
Question No 7.How many books from your library have you read?



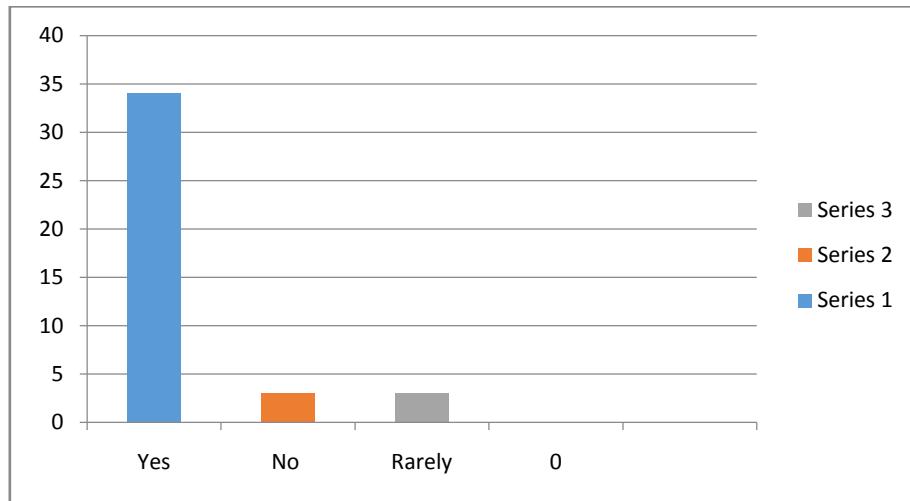
Question No. 9. Does your school encourage participation in games like scrabble, crosswords etc.?



Question 13 How many English Workshops has your school conducted in the past 3 years



Question no.14 Does your school organise debates/elocution competitions etc?



Analysis

This Data can be analysed as follows :

Most of the students have said -

- 1) Their school has a library period
- 2) Out of 40 only 7 people have read less 0--3 books, everyone has read more than that
- 3) More than 30 people said that their school does organise debate/elocution competitions etc.

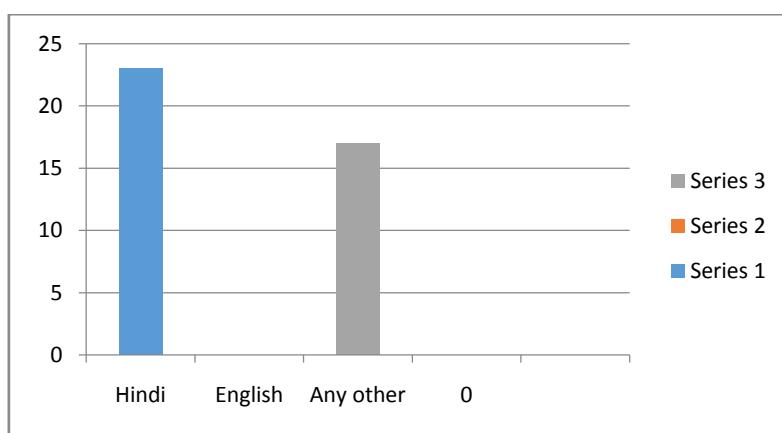
However around 10 people out of 40 have said that the school does organise games like scrabble, crosswords etc but very rarely.

The school hasn't conducted any English speaking workshops in the past 3 yrs.

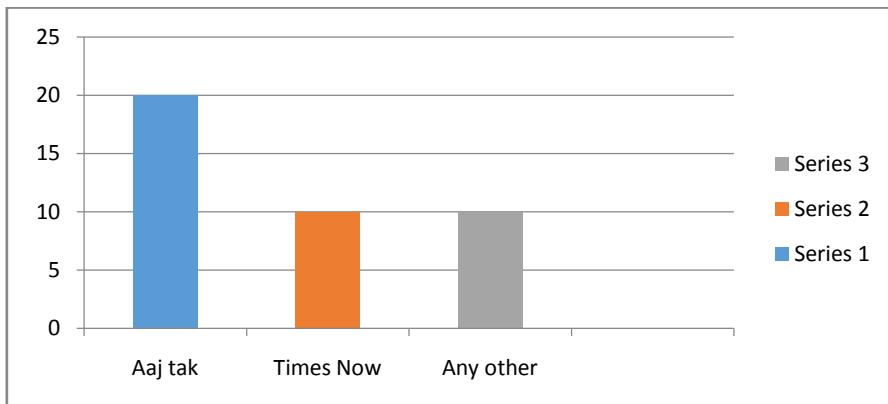
Therefore, this hypothesis is partially proved. The school does take efforts for English language training but it should include more activities for the same in its co-curricular program

Hypothesis Number 3. Atmosphere at home is not conducive to practicing English

Question No. 2) In which language do you speak with your parents?



Question No 18) Which News Channels do you watch at home



Analysis

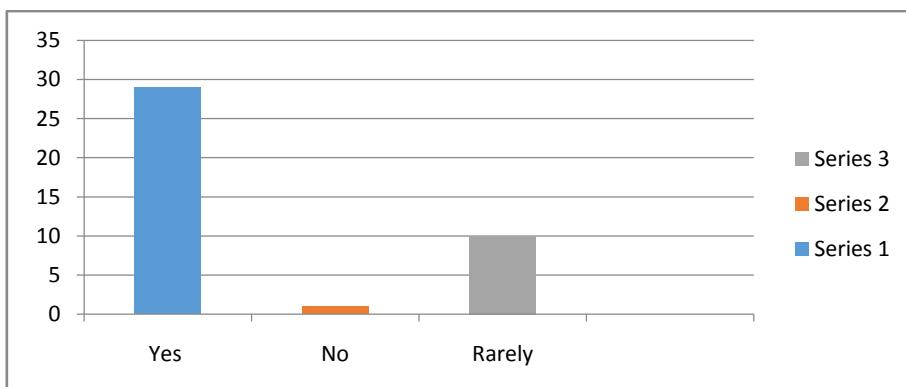
It is clear from the graphs that

- 1) Students don't speak with their parents in English
- 2) Not more than 10 people watch Times Now, an English news channel.. Most of them watch regional or Hindi news channels like Aajtak

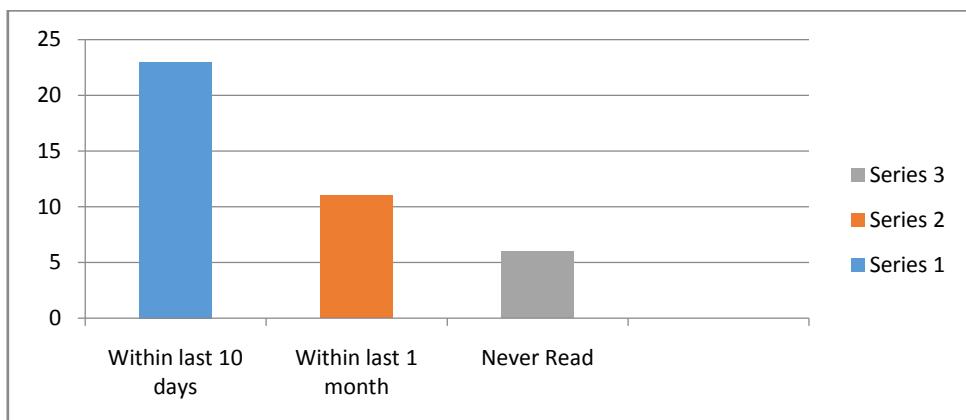
Thus, this Hypothesis is proved. The atmosphere at home is not conducive for practising English

Hypothesis Number 4. The Student does not have interest in learning English Speaking

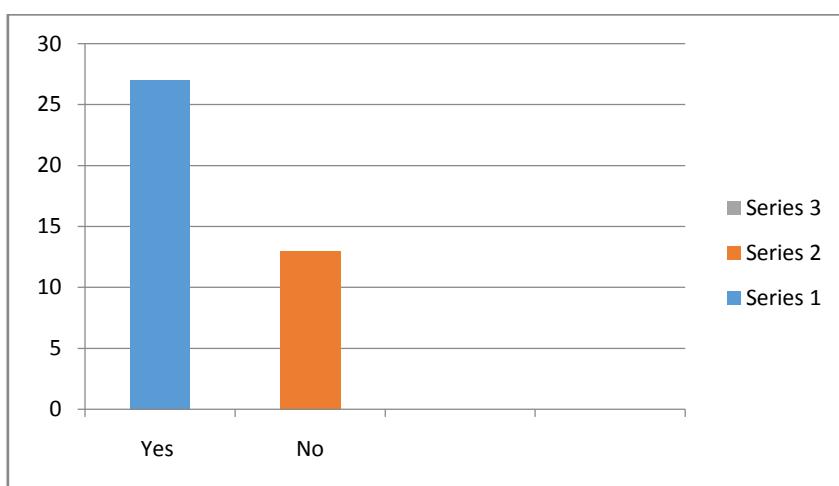
Question.10) Do you like listening to English Songs/Poems



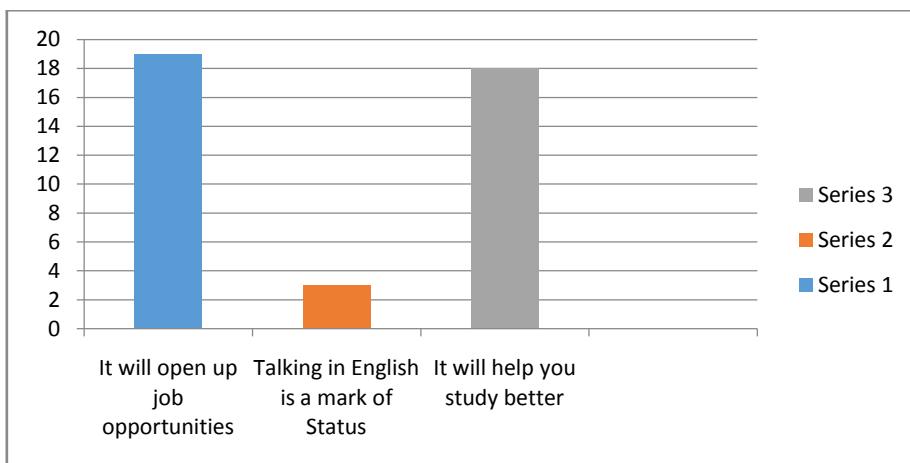
Question 12 When was the last time you read an English Story book



Question No. 16 Would you like to spend 1 or 2 hours extra every week for learning English Speaking



Question Number 20) You think learning English is important because



Analysis:

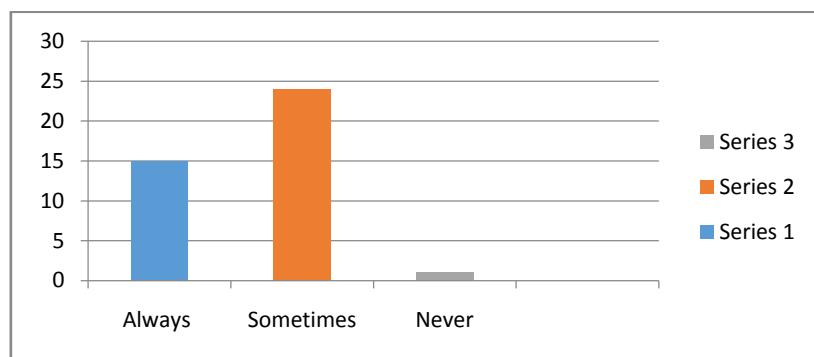
- 1) More than 25 students love listening to English songs and poems, only 1 student who doesn't like it.

- 2) 23 students have read an English book in the last 10 days while 11 have read an English book within the last 1 month
- 3) More than 50 % of the students have shown interest in spending extra time to learn English speaking
- 4) Also their interest is based on valuable benefits like job opportunities, better learning etc. and not just showing off their speaking skills for status or prestige.

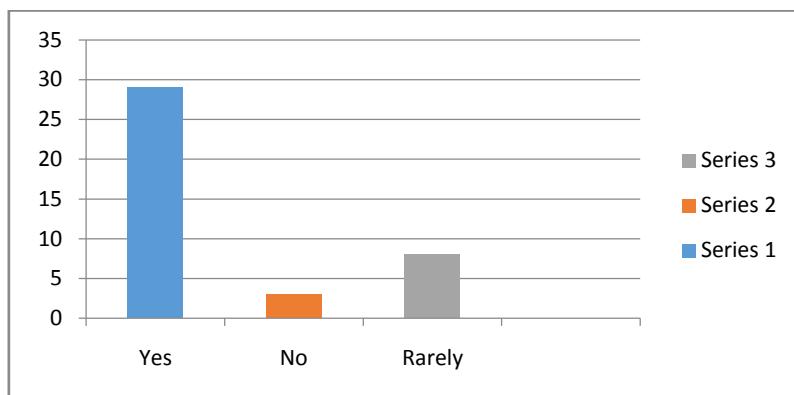
Hence this hypothesis is disproved. The students have genuine interest in English Speaking.

Hypothesis Number 5 The student does not have favourable attitude towards English language.

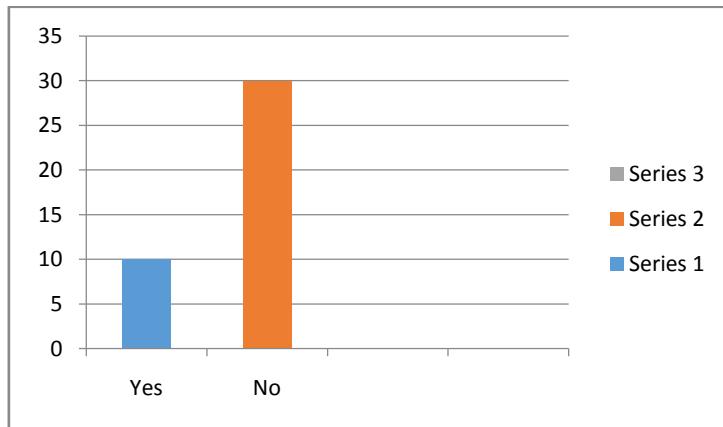
Question 3 Do you find speaking in English interesting?



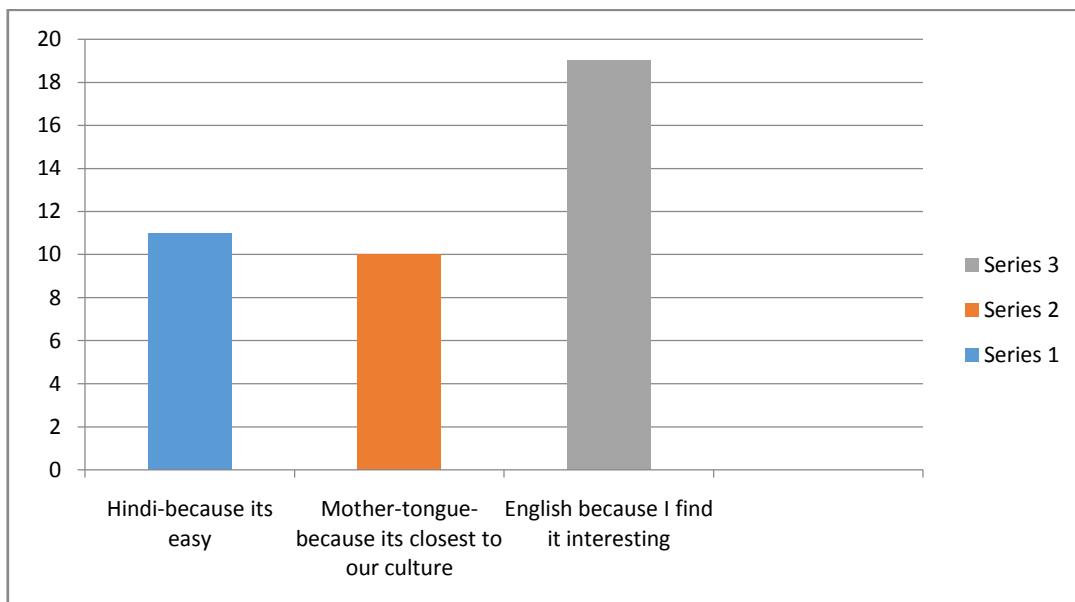
Question 8 Do you feel embarrassed when you make a mistake while speaking in English



Question No. 15 Do you think your teachers should not point out your mistakes in speaking English



Question Number 19 According to you, which language should be used in daily conversation and why?



Analysis:

- 1) Only 1 student thinks, speaking in English is always uninteresting.
- 2) Most of them are also ok with teachers pointing out their mistakes.
- 3) However more than 50 % of the students feel embarrassed when they make mistakes while speaking in English.
- 4) However more than 50 % of the students still feel Hindi or other languages are to be preferred in routine conversation.

Therefor this hypothesis is proved. The students need to work on their attitude towards English speaking.

3.4. Formulation of Action Hypothesis

- 1) If the school conducts regular workshops on English speaking, the students will get more exposure to the language.
 - 2) If the teachers advise the parents to get the students to watch English news channels, the students will get more listening practice which will also enhance their speaking abilities.
 - 3) If the teachers repeatedly tell the students that it's alright to make mistakes while speaking in English, but one must learn from them, students will develop the right attitude towards the language.
 - 4) If the teachers spend an hour or two extra every week only for English speaking practice, it will make use of the children's interest for this purpose.
-

3.5 Time Schedule

The time for these possible solutions could be managed during vacation time or Sundays.

Students can also be requested to spend an extra hour every week for English speaking training, since most of them have expressed an interest in the same.

CONCLUSIONS AND SUGGESTIONS

The School is the only place for these students for getting enough drill and practice in English. The atmosphere at home is not supportive in this matter.

Therefore it is essential that the conclusions that will be reached through this study be looked at by the school, to enhance the employability of their students in future.

The teachers of the school are, no doubt, doing a good job in terms of providing drill and practice to the students. However, there are a few key areas where the school can pay attention to.

- 1) The school can include more activities related to English Speaking as far as its co-curricular program is concerned. During fun fairs or annual day etc, games like scrabble, crossword puzzles etc. could be encouraged; because the students do show considerable interest in Learn to speak English.
 - 2) The school should also focus on building the attitude of the students towards English speaking. They must focus on removing the feeling of embarrassment or shyness among students through playway method, movies etc.
-

Findings

- 1) The efforts of the teachers are upto the mark, however more efforts have to be taken by them as well as the school management.
- 2) The students need more exposure to English language both in terms of speaking and well as listening
- 3) The students must build a positive attitude and learn to look as English as a friendly and useful language and not as something, the lack of which can be embarrassing etc.
- 4) The absence of supportive enviroment at home is one of the main reasons for the students lack of motivation in English speaking.

Suggestions

This absence of supportive enviroment at home can be compensated for only by the teachers:

- 1) They should encourage the students to speak in English with all their friends
- 2) They must use play way method to sustain the interest of students towards English
- 3) They can suggest remedial measures in terms of extra time to interested students
- 4) They can identify time during free lectures etc. to show English news clippings etc in class.

All this is possible only through the joint efforts of the teachers, parents, the school management and the students themselves. I would be happy if my findings, although limited to class 9th A, can serve to suggest a few measures to be included in the school's plan of action. As they say, "**A journey of a thousand miles, begins with a single step**"



**A STUDY TO ANALYSE THE LACK OF ENVIRONMENT AWARENESS OF THE
STUDENTS AT THE SECONDARY LEVEL**

¹Ms. Vasundhara Kohl² Mary George Varghese

¹*Student-teacher*, ²*Assistant Professor*



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INTRODUCTION

Environment is the vital component of society. Nature provides man with all that he needs not only for self-sustenance but also for leading a comfortable life. Nature consists of five elements :- (i) Air (ii) Water (iii) Land (iv) Flora and (v) Fauna .

Today our lives are at stake due to the all the global environment crisis that are happening. The root cause of these issues is over population, the greed and unconcerned attitude of human beings.

Since the 60s concern over the state of the environment has grown worldwide. In India the environment action formally started with the participation of the then Prime Minister Mrs. Indira Gandhi in the United Nations Conference on Human Environment in Stockholm in 1972.

Environmental Education thus became a critical part of the National Policy of Education in 1986. At that time it was declared that there was a need to create consciousness of the environment to all levels of the society. Thus N.C.E.R.T prepared the curriculum of environment education in accordance with the guidelines given by the NCF 2005. This was incorporated and adopted by the C.B.S.E and I.C.S.E and various state board schools.

It has been observed however that the theory has not translated into any practical application and the level of environment awareness still appears to be very poor amongst most school children especially those part of the state board. Later studies could be conducted to

determine whether there is any significant difference between the awareness levels of these children vis-a-vis students from other boards as well.

IMPORTANCE OF THE STUDY

Environment education in the school education has been accorded high priority by the National Curriculum Framework (NCF 2005). India is trying hard to resolve local and national problems. Environment science as a subject has been included as a school subject for almost all board of education. In spite of that the children of Chembur English High School seem to lack the environment awareness.

While the environment caters to all our needs, the most disastrous event of the century is the rapid rate at which the degradation of the environment has taken place. The population explosion has further increased problems with the resources being used indiscriminately and creation of excessive pollution on the other. While meeting the ever-growing demands of man we put excessive pressure on the environment. When the pressure increases to an extent that is irreparable the environment gets degraded. For example if we use any environment resource - like ground water level beyond its capacity we may lose it forever.

Therefore it's critical that the level of environment awareness is very high. Lack of awareness regarding protection of the environment is the root cause of all the degradation that is taking place. If this continues any further we will soon be in a situation which will be beyond repair and disastrous.

Also knowledge that is acquired but not put into action is of little purpose. If the awareness translates into action the world will be a better place to live in. For that we need to know the lacunas that have to be filled in as far as the levels of awareness go as well.

Efforts are being made at the International and National Levels to protect our environment, it is also the responsibility of every citizen to protect our environment from degradation , but for that to happen everyone must be aware of the importance of environment , the crisis that exist and the methods to protect it.

Therefore this study examines the level of awareness amongst the students so as to be able to take corrective action to improve the situation. Unless environment issues are solved or taken care of the coming generations may find it very difficult to live on the Earth.

BACKGROUND OF THE PROBLEM

Observation made in class:

During my internship in January 2014 at the Chembur English High school I got the opportunity of teaching the Chapter on Ecosystems to the standard IX. While I completed the lesson I was appalled at the lack of consciousness that students seem to display while I attempted to discuss global environment issues during the course of the lesson.

While some of them seem to have vaguely heard of concepts like ozone depletion , climate change , pollution etc they were unable to explain the concepts in any clearer terms. This is surprising since the Government of Maharashtra had included Environmental Science as a subject in the curriculum at the primary to the higher secondary level.

Reason for considering this problem as critical and serious:

Given that I am a person who holds the issue of environment very close to my heart and attempt to contribute in my own small ways (*like disposing plastic in the correct way , following the 3Rs mantra etc*) to do my bit for the environment I felt it was critical to analyze what the lacunas that existed and be able to recommend steps which the school could take to improve the given situation.

Additionally I believe that just the inclusion of the environment education as a subject in the curriculum is not enough work done. Its critical to ensure that it becomes second character of a child to look after the environment which is so critical for our sustainability over the years.

Thus I decided there were *critical areas* that needed to be examined:

- (a) Concepts they were not aware of
- (b) Co-curricular activities related to environment that they may or maynot be participating in.
- (c) Whether factors like gender and occupation of parents have an impact on the awareness that the students have.

STATEMENT OF THE PROBLEM

" A study to analyse the causes for lack of environment awareness of the students at of STD IX of Chembur English High School and suggest ways to take corrective action"

DEFINITION OF THE PROBLEM

For the purpose of this study:

*"Environment"*refers to the biophysical environment that is the biotic and abiotic surrounding of an organism or population. It also includes those factors that influence in their survival , development and evolution.

Therefore;

"Environment Awareness" refers to the consciousness of the world around us. Having concern for the world and the environment is what refers to environment awareness.

Terms used within the questionnaire:

- ❖ Modernization: - Refers to the excessive deforestation to cater to industrialization , building of additional homes for the the ever growing population etc.
- ❖ Ozone Layer Depletion: - Holes being caused in the ozone layer which allow the harmful rays of the sun to reach the earth's surface.
- ❖ Global warming : The continuous rise in temperature of the Earth's climate system.
- ❖ Region's Rivers : Refers to the rivers in Maharashtra especially those close to Mumbai and its suburbs.
- ❖ Vegetable Wastes : Biodegradable waste which can be converted into compost and manure.

OBJECTIVES OF THE STUDY

- To study and analyse the level of environment awareness of class IX students of Chembur English High School
- To study the level of sensitivity of the pupil towards environment
- To define the term environment
- To find the level of participation in co-curricular
- Activities related to environment
- To find out the significance in the difference in Environmental awareness with respect to gender
- To find out the significance in the difference in environmental awareness with respect to difference in occupation of parents

FORMULATION OF ACTION HYPOTHESIS

The following hypotheses have been formulated for the following study :

- There is no environment awareness among the students of standard IXth
- There is no significant difference between the environment awareness of ninth standard students in relation to gender
- There is no significant difference between the environment awareness of ninth standard students in relation to educational qualification of parents

DELIMITATION OF THE STUDY

The problem was identified in *STD IX th of Chembur English High School, Chembur Naka, Chembur*. The students of this class despite being fairly senior seem to have a significantly low level of environment awareness

Thus the scope of the study is restricted to the STD IXth of the Chembur English High School and the study was conducted in the same class.

The students of this class exhibit a poor knowledge of issues related to the environment

METHODOLOGY

Research in layman terms is considered 'search for knowledge'. We can define research at the systematic search for critical information on a specific topic. Dictionary definition of research is 'a careful investigation or inquiry specially through search for new facts in any branch of knowledge'.

Therefore, research methodology can be defined as the process used to collect data and other types of information for use in making decisions. Examples of methodology include experimentation, interviews, surveys, and research of publications.

In order to plan in a right point of time and to advance the research work methodology gives the right platform to the researcher to map out the research work and give it a clear structure. More over methodology guides the researcher to be involved and to be active in his or her particular field of enquiry.

Right from selecting the topic and carrying out the research till recommendations research methodology drives the researcher in the right track. The entire research plan is based on the concept of right methodology. In other words the research methodology acts as the nerve center because the entire research is bounded by it and to perform a good research work, selection of the appropriate methodology is key.

METHODOLOGY OF THE STUDY

For the purpose of this action research the "SURVEY METHOD" has been selected.

Survey methodology studies the sampling of individual units from a population and the associated survey data collection techniques, such as questionnaire construction and methods for improving the number and accuracy of responses to surveys.

The most important part of the survey process is the creation of questions that accurately measure the opinions, experiences and behaviors of the respondents. Accurate random sampling and high response rates will be wasted if the information gathered is built on a shaky foundation of ambiguous or biased questions.

There are three main types of survey methodologies, and each has their own pros and cons:-

Open-ended Questions

Open-ended questions ask participants to come up with their own responses and allow the researcher to document the opinions of the respondent in his or her own words. These types of questions are useful for obtaining in-depth information on facts with which the researcher is not very familiar, opinions, attitudes and suggestions, or sensitive issues.

Partially Categorized Questions

Partially categorized questions are similar to open-ended questions, but some answers have already been pre-categorized to facilitate recording and analysis. There is also usually an alternative titled “other” with a black space next to it. The advantages of these types of questions are that answers can be recorded quickly, and the analysis is often easier. One of the major risks is that the respondent will pre-categorize too quickly, resulting in a potential loss of interesting and valuable information.

Closed Questions

Closed questions have a list of possible answers from which respondents must choose. They can include yes/no questions, true/false questions, multiple choice, or scaled questions.

Closed questions can be categorized into 5 different types:-

Multiple Choice- this question type is useful when the researcher would like participants to select the most relevant response.

Likert Scale- this question type is appropriate when the researcher would like to identify how respondents feel about a certain issue. The scale typically ranges from extremely not important, not important, neutral, important, to extremely important, or strongly disagree, disagree, neutral, agree to strongly agree.

Numerical- these questions are used when possible responses are numeric in form. For example, these questions are useful for asking someone’s age.

Ordinal- these questions are useful when participants are asked to rank a series of responses.

Categorical- this question type is appropriate when respondents are asked to identify themselves into a specific category. For example, they may be asked if they are male or female.

Closed questions are commonly used for obtaining data on background information such as age, marital status, or education. Closed questions may also be used to assess a respondent’s opinions or attitudes by choosing a rating on a scale. Additionally, closed questions may be used to elicit specific information in an efficient manner.

Closed questions are time efficient, and the responses are simple to compare with different groups or the same group over time. However, oftentimes closed questions yield data that is biased or invalid. Though closed questions are easier to analyze statistically, they seriously limit the range of participant responses.

SAMPLING PROCEDURE

The survey was delimited to the STD IX of the Chembur English High School . The school has only a single section of STD IX with 55 students in the class.

Sample Size = 30 Students

Population = Students of class IX of Chembur English High School

A relatively small sample size is selected for the purpose of this survey. Therefore a SIMPLE RANDOM SAMPLE was selected from the population.

"A simple random sample (SRS) of size n consists of n individuals from the population chosen in such a way that every set of n individuals has an equal chance to be the sample actually selected."

DATA

Gathering Tool : Student Teacher Made Test

Preparation Method:

The preparation of the questionnaire was done as per the following phases:

Phase I : Defining "Lack of Environment Awareness " and the critical components of environment awareness like pollution, climate change, ozone depletion etc.

Phase II : Defining the Objectives of the study

Phase III : Constructing the questionnaire with some Likert Scale Questions and some Yes/No questions to capture the content.

Critical to cross check against the objectives set at the beginning of the study.

For eg: After my first draft I realised that I had missed asking any questions which would help me identify if a student was participating in any environment related co-curricular activities or not. I then included some more yes/no questions.

Phase IV: Seek Guidance from guide Prof (Dr.) Mary Varghese to identify the errors made in the questionnaire. The following changes included:-

1. Restricted the length to 20 questions
2. Reworded some questions that were confusing

3. Included a question on 'garbage disposal' to capture daily life application which for a child

Q6	<i>We should ride a cycle to reduce air pollution</i>	1	2	3	4
		5			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

would be more relatable.

4. Also reformatted the questionnaire to include the Yes/No questions at the start of the questionnaire to allow the respondent to settle in before he responds to the likert scale questions which would require him to use his logical and critical thinking skills more.

Phase V: Testing and Modifying

I conducted a pilot study on 5 students of STD IX a day earlier to the actual day of survey to test if the questionnaire was an effective and efficient one.

Phase VI : Conducting the Actual Survey

Conducted the actual survey for the selected Random Sample.

Phase VII: Processing and Analysing

- Prepared the data entry tables and estimation tabulations (to capture % data etc)
- Prepared Graphs for the data to be included in the report.

2.5 PREPARATION OF THE TOOL

Contents of the Tool:

The questionnaire prepared has the below mentioned content and the respondents are given instructions to read the question and tick the applicable response:

SECTION A: Only Demographic Data which includes

1. Name of respondent (optional)
2. Gender of respondent
3. Standard / School in which respondent studies

Q7	<i>strict action should be taken against people who dump garlands and idols in water bodies</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;">1</td><td style="text-align: center; width: 25%;">2</td><td style="text-align: center; width: 25%;">3</td><td style="text-align: center; width: 25%;">4</td></tr> <tr> <td colspan="4" style="text-align: center;">5</td></tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> </table>	1	2	3	4	5				<input type="checkbox"/>				
1	2	3	4												
5															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
Q8	<i>We must let the water running while brushing our teeth so that we get ready for school in time.</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;">1</td><td style="text-align: center; width: 25%;">2</td><td style="text-align: center; width: 25%;">3</td><td style="text-align: center; width: 25%;">4</td></tr> <tr> <td colspan="4" style="text-align: center;">5</td></tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> </table>	1	2	3	4	5				<input type="checkbox"/>				
1	2	3	4												
5															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
Q9	<i>New Technology has a part in depletion in ozone layer depletion</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;">1</td><td style="text-align: center; width: 25%;">2</td><td style="text-align: center; width: 25%;">3</td><td style="text-align: center; width: 25%;">4</td></tr> <tr> <td colspan="4" style="text-align: center;">5</td></tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> </table>	1	2	3	4	5				<input type="checkbox"/>				
1	2	3	4												
5															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											

4. Occupation of Parents

SECTION B : To check level of environment awareness

- ❖ Total number of questions : 20
- ❖ Type of questions : *Close Ended questions only.*
- ❖ The questionnaire consists of two types of questions
 - ✓ The first part has 5 questions of the YES/NO format.
 - ✓ The second part consists of 15 Likert Scale questions (*1-Strongly Agree 2- Agree ; 3 Unaware ; 4. Disagree ; 5 Strongly Disagree*)

Areas covered in the questionnaire

The questionnaire has been designed to test the lack of environment awareness in students of class IX. The following **global environment issues and the steps that should be taken for environment protection** have been covered in the questionnaire:

- ❖ Pollution
- ❖ Global Warming
- ❖ Ozone Layer Depletion
- ❖ Modernisation - Encroachment
- ❖ Recycle-Reduce -Reuse
- ❖ Planting of Trees
- ❖ Saving Resources

SAMPLE QUESTIONS:

(a) Likert Scale Questions:

(b) Yes /No Questions:

Q3	<i>Does your family carry a cloth bag/ recyclable bag for shopping ?</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Q4	<i>At home is plastic waste thrown along with the vegetable waste ?</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Q5	<i>Is it ok to throw things into the gutter because its already dirty?</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>

(c) Demographic Questions :

(d) Name of School : _____

(e) Father's Occupation

Salaried Business Professional(Lawyer /Doctor/Teacher etc)

ANALYSIS OF THE DATA

Analyzing information involves examining it in ways that reveal the relationships, patterns, trends, etc. that can be found within it. That may mean subjecting it to statistical operations that can tell you not only what kinds of relationships seem to exist among variables. It may mean comparing the information to that from other groups (a control or comparison group, statewide figures, etc.), to help draw some conclusions from the data. The point, in terms of our evaluation, is to get an accurate assessment in order to better understand our work and its effects on those we are concerned with, or in order to better understand the overall situation.

DATA ANALYSIS

The data collected is analyzed in detail in order to better understand it. The analysis is done basis the following components:

- ❖ Pollution
- ❖ Ozone Layer Depletion
- ❖ Effects of Human Interventions on the Environment
- ❖ Steps taken for Environment protection
- ❖ Participation of students in Co-curricular activities

Also the analysis will study whether there is any impact of gender and parent's occupation on the environment awareness levels.

FORMULATION OF ACTION HYPOTHESIS

If the school and its teachers emphasizes on the importance of environment through an integrated approach - intertwined with all subjects and regular activities are conducted for increasing consciousness then the students will be better informed about the environment.

TIME SCHEDULE

Total period of action research is three months

❖ *Phase I & II were completed in two week's time.*

- Phase I : Defining "Lack of Environment Awareness " and the critical components of environment awareness like pollution, climate change, ozone depletion etc.
- Phase II : Defining the Objectives of the study

❖ *Phase III ; IV & V were completed in four week's time*

- Phase III : Constructing the questionnaire
- Phase IV: Seek Guidance and changes made
- Phase V: Testing and Modifying

❖ *Phase VI was completed in two week's time during the internship period.*

- Phase VI : Conducting the Actual Survey

❖ *Phase VII was completed in four week's time post the completion of the internship*

- Phase VII: Processing and Analysing

CONCLUSION & SUGGESTIONS

Any research is incomplete without analysis and even more incomplete if the researcher doesn't capture the key findings or observations made and suggest the various solutions that can be used in order to address the problem and reduce its impact to a considerable extent.

The findings then can be used to carry out further analysis in the cases as necessary.

FINDINGS OF THE STUDY

- It is observed that despite a considerable number of children may have attended or been part of co-curricular activities related to environment there is a huge lacuna in their knowledge levels of environment related issues.
- While at this level most of them are aware of pollution as an environmental issue however as high as 57% respondents on an overall basis are unaware of problems related to the deterioration of the environment.
- It is apparent that the students and their families are not even adopting simple ways of protecting the environment.
- There is no significant difference between the awareness levels basis gender.
- There is an impact of the parent's occupational details on the level of environment awareness in this sample.

SUGGESTIONS

- *School should celebrate World Environment Day* on the 5th June every year like they celebrate other festivals. Repetition of an idea on a year on year basis will bring in the consciousness.
- *Organisation of outreach programs:* The consciousness of the child towards the environment can fully only come in once the concept become second nature to all for which community outreach programs are a good idea.
- *The Role of Media to be increased :* Increasing the role of media ensures that the cause enjoys a place in the mind of the child. Audio-Visual impact is far greater than just reading books. Ads with their attractive punchlines, hard hitting content force the child to sit up and think.
- *Nature Club:* Introduction of a Nature Club who is responsible for increasing environment consciousness through Nature Games , Nature Trails , Field Trips and other such activities would be a good initiative.
- *Becoming a member of the Bombay Natural History Society :* The school can become an institutional member with the society and enjoy the benefits of the enhanced exposure that the children will get.

CONCLUSION

I would like to conclude with the words of Benjamin Franklin which capture the essence of the problem quite easily.

"Tell me and I forget, Teach me and I may remember, involve me and I will learn"

A critical issue like environment awareness can only be handled if the child relates to it and considers it his own and that can only happen if we don't try to forcefully train the child but provide enough opportunities for him to learn on his own.