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Integration of Life Skills Education in Government High and Higher Secondary Schools of Madhya Pradesh

Anjali Agarwal*, Dr. Nilesh Deshpande**,
Jyoti Shipankar***, Shikha Bohra****

Abstract

Bharatiya Grameen Mahila Sangh (BGMS) is a state-level NGO working in the field of life skills education since 1993. With support from UNFPA, BGMS has been providing technical support to the School Education Department, Government of MP in institutionalizing Life Skills Education in all 9228-government run high and higher secondary schools of the state since 2017. Looking at the impact of the life skills education project on the students of 43 RMSA girls' hostels that were run from 2015-17, the program was launched by the school education department under the name of Umang. In the first phase, a basic life skills manual (grade 9th) -was launched and the program was piloted in 1874 schools located in 52 districts headquarter blocks of the state, where sessions were conducted with students of grades 9 to 12. For the purpose of teacher training, a cascade model of training was used. After training, rigorous handholding support was offered by BGMS, state and district officials and by the trainers from respective districts. A mobile application was developed to support real-time monitoring and data collection. The data was compiled and shared in review meetings at the state level. The teachers have reported a positive impact on the students and an enhancement in teacher-student relationships. The second phase of the project is witnessing the launch of a graded curriculum for grades 9 to 11 in the 1874 schools and implementation of the basic manual in all the 9228 government schools. There is a special focus on the development of institutional mechanisms like an addition to the academic calendar, selection and training of state-level trainers, monitoring and review mechanisms, identification of ideal schools in each district etc. to ensure the sustainability of the project. The processes are being further evolved to cater to the needs arising from the ground level. It is

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envisioned that the manual developed for grade 12th will be introduced and the implementation of manuals for grades 10th and 11th will be scaled up to cover 9228 schools and institutional mechanisms will be further strengthened. The key challenges and learning from the process have been the investment of district officials and principals, selection of trainers from the district, dilution in the quality of training at district and block levels, ensuring handholding support to maximum schools, along with covering teacher schools. Since this is the first time that a graded LSE based curriculum is being institutionalized within the education system of a state, the processes being undertaken, and best practices being followed by the stakeholders are documented in this paper. A similar process has also been initiated by the directorate of skill development, MP for the 223 ITIs run by the state government.

Keywords

adolescents, life skills education, educational practices

Introduction

Adolescence can be described as a period in which an individual undergoes enormous physical and psychological changes. The adolescent experiences changes in social expectations and perceptions. (Department of Child and Adolescent Health and Development, WHO). In the present scenario the adolescent faces challenges in terms of adjustment with society, development of healthy behaviours for health and reproductive health, gender, managing stress, career selection, self-image, managing academic pressure, substance misuse, peer pressure etc. Today, adolescents are also exposed to more information and cultural alternatives than in earlier periods which cannot be exercised due to economic dependence on parents/caretakers. The adolescent needs to prepare for a global successful adult life of independent functioning, which is possible only through enhancing their psychosocial competencies through life skills training. (Vranda & Chandrashekar Rao, 2011)

Considering adolescents comprise of 20.9% of the Indian population (ORGI and UNFPA, 2014), the need to focus on meeting the needs of adolescents in the country increases manifold. Thus, governmental, non-governmental and international bodies need to focus on the development of life skills among adolescents.

Literature review

Life skills have been a significant area of interest to the researchers,

theorists and practitioners and there have been numerous researches to prove the effectiveness and importance of life skills education.

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. (WHO, 1997)

Described in this way, skills that can be called life skills can be numerous and nature and definition may differ across cultures and settings. However, analysis of the field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of health and well-being of children and adolescents.

The skills are as follows:

• Decision making	• Problem solving
• Creative thinking	• Critical thinking
• Effective communication	• Interpersonal relationship
• Self-awareness	• Empathy
• Coping with emotions	• Coping with stress

Life skills are dealt with in a way that they can be taught to adolescents as abilities they can acquire through learning and practice. Since the needs of adolescents depend on cultural and social factors thus, the content of life skills education must be determined to keep the local context in perspective.

WHO identifies the school setting as most likely to meet the minimum criteria for implementing a life skills education program where the role of a life skills educator can be played by a trained teacher. (WHO, 1997)

The National Curriculum Framework 2005 outlines that education should instill “independence of thought and action, sensitivity to others’ well-being and feelings, learning to respond to new situations flexibly and creatively, predisposition towards participation in democratic processes, and the ability to work towards and contribute to economic processes and social change”(NCERT, 2005). To achieve this goal, educational processes should engage learners in knowledge that is relevant to their experiences, promoting healthy attitudes and enabling them to think critically and respond to real-life situations in positive and responsible ways. Thus, the inclusion of life skills education in school education can be an effective way to achieve the same.

The LSE hypothesis is that to reach positive behavior for health promotion and prevention, the individual's mental well-being and behavioral preparedness should be affected by the intervention. It is expected that a significant and lasting impact on the health and social behavior of individuals can be achieved only when the intervention is maintained for the long term, spanning several years to create long term improvements in mental well-being and on behavioral preparedness. (DoE(MHRD), NACO, UNICEF)

Figure1: Life Skills leading to mental well-being and pro-social behaviours



Background

Bharatiya Grameen Mahila Sangh and its unit – State Resource Center, Indore have been working on imparting life skills education since 1993. Starting with imparting life skills education to out of school adolescent girls of 10 villages, the organization has successfully developed and imparted life skills education in collaboration with various local, national and international bodies.

The impact of each of these programs conducted with the government was assessed and documented. In 2015-2017, the project ‘Capacity Building of Adolescent Girls’ was implemented in the 43 RMSA girls’ hostels in collaboration with UNFPA and RMSA. The impact of the program was assessed and reported (Capacity Building of Adolescent Girls – Project report, SRC- Indore), and the success stories of the project were published as a success story booklet. Looking at the impact of the project on the girls, the State Education Department decided to initiate implementation of life skills education in all the government high and higher secondary schools of the state.

UMANG

The intervention was initiated in the Government High and Higher Secondary Schools in 2017 under the name of Umang. The program is being implemented in the state in two phases. The details of the phases are as mentioned below.

Phase 1:

The phase 1 of the program was implemented in the years 2017 and 2018.

The basic manual developed for grade 9 was implemented in 1874 high schools and higher secondary schools of the district headquarter blocks of each of the 51 districts of MP (2 blocks in Bhopal, thus in 52 blocks) covering students of grades 9 to 12.

Curriculum Development

A graded curriculum has been developed for students from 9th to 12th, thereby ensuring a long term intervention with the students enrolled in the schools. Content to be covered in the program was governed by the Guiding Principles for Adolescence Education (NCERT, 2010), International Guidelines for Sexuality Education (UNESCO, 2009). A needs identification meeting was conducted at the state level in January 2017 where students from the state, girls from CBAG project, teachers, principals and state officials participated. The issues identified in this meeting were used to inform the selection of topics and create a need-based curriculum. The key objectives of the curriculum were formulated:

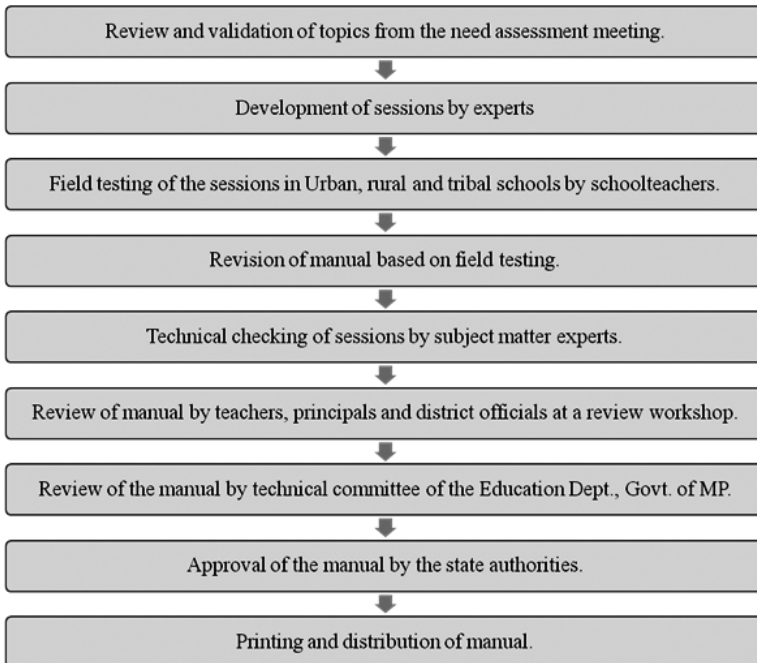
1. To enable adolescents to become aware of their self-worth, believe in their potential and focus on self-development towards fulfilling their aspirations.
2. To enable adolescents to understand relationships with peers, family, teachers and community and make informed choices with respect to different relationships.
3. To enable adolescents to understand, accept and develop skills for dealing effectively with the various physical and psycho-social changes and development during adolescence.
4. To inculcate attitudes and skills to constructively respond to challenging situations, take initiatives, ownership and responsibility of one's actions.
5. To enable adolescents to critically evaluate social norms and practices, peacefully challenge all forms of discrimination and inequalities while being connected and responsible for their social and physical environments.
6. To develop skills among adolescents to cope with emotions and make healthy choices for mind & body.
7. To enhance adolescents' acceptance and respect for social diversity.

After this, the topics were finalized and divided into four manuals. The first

manual (developed for grade 9) was assumed to be the basic manual. This manual was first implemented with all the students of 9th – 12th and was implemented in the first phase. The following manuals were to be implemented in the second phase.

The following steps were followed for the development of each manual:

Figure 2: Steps followed for each manual preparation



The following points were focused on during manual development:

1. All the sessions could be conducted in the classroom setting.
2. Sessions designed with minimal use of resources, mostly black-board, chalk and paper used.
3. The content and the language of the manual are age-appropriate and culturally sensitive. (WHO, 1997)
4. All sessions are based on Experiential Methodology and Participatory Methodology (DoE(MHRD), NACO, UNICEF).
5. The instructions are simple and easy to understand for the teachers.

6. The number of sessions has been divided keeping the board exams of grades 10th and 12th in mind. Thus, the number of sessions in 10th and 12th manuals is less as compared to manuals for 9th and 11th grades.
7. Handouts provided for teachers where they may need support in the form of technical knowledge.

Training:

Cascade model of training was used. Four teachers of high and higher secondary schools were invited from each of the 51 districts of Madhya Pradesh in 2017. They were trained as master trainers for their respective districts through a five- day residential training. Subsequently, these teachers' trained two teachers from each school of district headquarter blocks of their respective districts. Hand holding and supervision support was provided to the master trainers.

Refresher training was organized in 2018. For this training, an expression of interest followed by the administration of a psychometric tool was used as the process of selection for master trainers. The interest could be expressed on the portal of the education department. The link to the mobile application containing the psychometric tool was then shared with interested candidates. The tool was a weighted average; forced-choice questionnaire developed by psychologists and assessed the following:

1. Personality : The Four Basic Types
 - Gregariousness
 - Restlessness
 - Emotional Stability
 - Aggression
2. Two zones of Interest:
 - Sociable
 - Persuasion (willingness to convince others)
3. Non-verbal unidirectional Intelligence Quotient
4. Intrinsic Motivation

Subsequently, teachers selected as master trainers through this process were provided with a three-day refresher training at the state level. These

master trainers then conducted 3-day refresher training for the two teachers from each school. Handholding and supervision support was then offered to the master trainers during the training.

Thus, a total of 288 master trainers and 3247 nodal teachers were trained in the years 2017 and 2018.

Implementation

The program and the basic Umang Manual were launched by the then School Education Minister of MP on 10th October 2017. Subsequently, the training was undertaken. For implementation, the schools had been directed by the state authorities to conduct one session per week along with the weekly 'Baal- Sabha' organized every Saturday.

Since the implementation could only be commenced in schools by the end of November, when the students had to appear for annual examinations in February, the time given to teachers for implementation was very less. In 2018, the implementation was commenced comparatively early along with a monthly calendar issued to the schools. On ground monitoring and handholding support was offered to the schools by BGMS and by the district's master trainers. This was achieved using a mobile application developed for the purpose. Each monitoring visit included interaction with principals, teachers and focus group interactions with students. A few sessions were also observed in schools. Support was offered to 758 schools of 49 districts through 863 visits.

A specific fund was allocated to the districts for conduction of district-level training, providing travel allowances to master trainers and for implementation of the program at the district.

Departmental review mechanisms were developed by the inclusion of the program as a point of discussion during the video-conferencing of state and district level officials and state-level review of the program in December 2018.

A learner assessment was also designed and administered to the students of 13 districts on sample basis. The assessment assessed the student knowledge on the sessions covered in the basic Umang manual.

Government Liasoning

The results of the previously conducted project were used to draw the attention of the state officials (State Resource Center, Indore, 2017) to the impact of the program. It was decided that the government would take up

the cost of training at the district level and implementation, while the technical support cost was borne by UNFPA.

Subsequently, a UNFPA consultant was placed at the RMSA office to ensure smooth liaisoning and implementation with the government. The progress and challenges were shared with the government officials periodically and further plans of implementation discussed.

Sharing ownership of monitoring and mentoring with district officials and master trainers was also used as a strategy for investment of district-level stakeholders.

Advocacy

The data from the mobile application was analyzed and used for advocacy at the state and district levels. The data sheds light on program implementation, quality of session conduction, feedback from students, teachers and principals.

A documentary titled ‘Umang’ was also produced. The documentary showcases four success stories of the program and the messages of the stakeholders.

Learnings and Challenges of Phase 1

1. The strategy of involving master trainers and district officials helped boost program implementation and investment at the district level.
2. The impact on student behavior was evident in schools that implemented the program effectively.
3. Conduction of training in September or October left very little time for implementation on the field.
4. The selection process using the psychometric tool was not very efficient as 60% of the teachers trained were still ones recommended by the district officials and various teachers reported filling the form inaccurately.
5. A need for stronger investment of principals and district officials was identified.
6. There is a considerable amount of dilution in the training imparted at the district level.
7. The schools with high student strength struggled with implementation with only 2 trained teachers.

Outcomes of Phase 1

1. Successful institutionalization and scaling up of the program.
2. Initiation of life skills education in Govt. ITIs of MP by DSD, Govt. of MP under the name of Jeevan Tarang.
3. With the added number of students reaching out for support, the education department, Govt. of MP is now placing 2 counselors at each block and initiating an adolescent helpline.

Phase 2:

Phase 2 of the project was initiated in 2019 and still ongoing. The following key domains have been covered during this phase of the project:

Up-scaling

The project was up-scaled to cover 100% of the 9228 Govt. high and higher secondary schools. This was achieved by using a cascade model of training, the inclusion of the program in the academic calendar issued by the state.

Umang manuals for grades 10 and 11 were implemented 2019 in the 1874 schools of district headquarter blocks. Four new teachers were trained as master trainers for each of these manuals. Thus, the schools of the district headquarter blocks implement a graded LSE curriculum from this phase.

The DEOs and ADPCs were given further orientation on the purpose, expected outcome of the project and their roles by the state officials.

Government Liasoning and Advocacy

The manuals for grades 10 and 11, the mobile application for reporting were launched by the school education minister on 28th June 2019 in the presence of all the district and state officials of the education department of state.

Two-day orientation programs were conducted for 2 principals from each district. These principals were called nodal principals and they conducted orientation programs for all the principals of their districts to ensure principal investment. The ownership of monitoring the program in their respective schools has also been given to the principals. They use the mobile application to monitor the quality of sessions in their schools.

Success stories from the field are being collected and compiled into a booklet. Best practices are also being documented on video.

Implementation

After the inclusion of the program in the academic calendar, the conduction of sessions is being reported in real-time using the mobile application. The updates of session reporting are shared with the district officials periodically.

A team has been specifically trained to provide on-ground handholding support to schools. A member of such a team supports schools of one division of the state. Along with this, the district-level review is being conducted in the presence of district officials, master trainers and block-level trainers. The program is also added to the agenda for video conferencing of the state and district officials.

Handouts for each manual, to be printed and distributed by the government are also being developed to assist in student learning.

As an outcome of the second phase of the project, 187 RMSA hostel wardens of the state have been trained on life skills education.

Institutional Capacity Building

To ensure greater ownership and sustainability of the program, institutional capacities are being built. Soft copies of the Umang manuals for grades 9, 10 and 11 are available on the portal of the education department.

13 master trainers were selected, from the master trainers of the basic Umang manual, as state trainers. Their capacities were built in that respect and subsequently, they participated in the training of master trainers for grades 10 and 11 as state trainers.

Division and district wise logins of the application data dashboard have been created for the state, division and district officials to inform follow-up and support.

Future scope

The manual developed for grade 12 will be implemented in the district headquarter blocks while the manuals for grades 10 and 11 will be scaled to 100% schools of the state. Institutional mechanisms for review will be strengthened for division, district and block level review. The focus will also be given to the training of master trainers to overcome the dilution of training at the respective levels.

Conclusion

The investment of government stakeholders is extremely important for the

initiation of the LSE program. Documented impact in the same context has proven to be an effective way to achieve the same. The presence of a strong funding agency for the project is also very important. Presence of a dedicated individual at the government to ensure smooth implementation of the project is also key to project implementation.

The curriculum developed should be culturally sensitive and easy to use for the teachers. It should also be designed keeping the classroom settings, allocated budget and time required for trainers' preparation in mind. A graded curriculum ensures long term LSE intervention with the students without taxing the school teachers or affecting instructional time.

The training should be timed in a way that the teachers have maximum time for program implementation in the academic year. Strong supervision and monitoring support also need to be provided by external agencies and government officials. A data-driven approach to the same helps inform mentoring support and assist in sharing outcomes with the stakeholders, thus ensuring investment. Documentation of the program's impact on schools, teachers and students also helps in the advocacy for the program.

Apart from this, the program implementation plan should be well-drafted but also be able to adjust and be modified to proactively overcome challenges during implementation.

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Creativity and Leadership as an Essential 21st Century Educator Skills among Principals in Innovating Educational Practices

Mr. Vivekananda, J* and Dr. Palanethra L**

Abstract

The quality of a school is determined by the quality of teachers and principal. There are many skill sets required for the school educators in creatively managing an institution, like communication skills, social skills, structured thinking and beyond structure. Among all these life-skills required for a professional, an extra ounce of creativity and leadership abilities among the principals & teachers gives them an edge over other professionals in addition to defining the quality of the institution. The present study is aimed at exploring the role of creativity and leadership skills in bringing innovations in school and building the creative culture of the school. This paper intends to examine variables in creative leadership among principals and its role in bringing in transformation within the school system. The study also extends to understand the nature of creative leadership that prevails in different schools functioning in various contexts. The study adopts a qualitative approach with purposive sampling for two schools of which one rural school and an urban school in Karnataka. A questionnaire was prepared to select schools based on the innovative activities conducted in the school, the vision of the school and culture of the school. The tools of study include interview, observation, questionnaire and focused group discussion. The outcome of the study is that there is a positive role of creativity and leadership abilities among principal and teachers in improving the various educational practices in terms of innovation in school and culture of the institution. The study led to the exploration of various creativity variables for educators which were risk-taking & learning from failure, originality of ideas, openness towards other ideas and values orientation. The study leads to explore various leadership variables required for educators like discovering opportunities & problem solving, envisioning the future & inspired a shared vision, enabling collaboration &

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strengthening the team, encouraging the emotional connect with the team. The study has its implications in emphasizing the role of creative leadership in inculcation of innovations and building creative school culture.

Keywords

creativity, leadership, life-skills, school culture, values, innovation, performance.

Introduction

A school is a fundamental unit of an educational system with a set of defined goals and school principals in collaboration with all the stakeholders play a vital role in achieving these goals. Research studies have proven that leadership of the school principal plays vital part in the performance of school. The school heads' roles have undergone multiple changes and their tasks and responsibilities have increased manifold in the past few decades. There are shifts of focus from an emphasis on administrative tasks to an emphasis on development and improvement of instruction as well as student performance. The school heads are to a greater extent being held accountable for the outcomes achieved. In view of the ever-increasing responsibilities of school principals for ensuring and enhancing the quality of schools, school leadership has recently become one of the central concerns of educational policy makers.

Creativity is an ability of an individual to see things from different perspectives and generate more options for a given situation. Leadership has many connotations, definition, descriptions but creativity becomes the core competency of leadership in general. Puccio et al (2011), defines creative leadership as the ability to deliberately engage one's imagination to define and guide a group towards a novel goal- direction that is new for the group. As a consequence of bringing about this creative change, creative leader has a profoundly positive influence on their context and the individuals in that situation. So creative leadership in the school brings about creative change and in turn influences the school performance.

The school heads are expected to provide the required lead and directions for improving school performance. The school performance in the context of innovation is the overall improvement comprises of six elements relating to students' academic and personal development, teaching & learn-

ing, curriculum development, infrastructure & learning resource, teacher development and collaboration with parents & community development.

It is asserted that school heads creative leadership role makes a significant difference to school. Creative leadership is vital for any institution to operate efficiently and purposefully. Therefore, it is agreed that leadership is by action and not by position. The leadership is based on personal factors such as perception belief system, value orientation and behavioural attributes like academic and professional orientations which takes account of educational background and exposure to professional training. However, organisational context of the school and administrative norms, have a bearing on these factors.

A school is as good as the school head, so school head leadership plays a vital role in the performance of a school. Schools, like other organisations, are facing greater uncertainty and new challenges and they have also been urged to make significant change to adapt and survive. Creative leadership in the school brings about creative change and in turn influences the school performance.

Methodology

The study adopted a qualitative approach to understand the leadership functions in an educational system. A questionnaire on “identifying creative schools” was prepared to select schools and the inclusion criteria of the study were innovative activities conducted in the school, the vision of the school and culture of the school. Considering the criteria of selecting schools, about 10 schools took part in completing the questionnaire on “identifying the creative school” four schools were shortlisted and finally after a preliminary visit to the school, two schools were dropped and two schools were included in the final study - one rural school and one urban school in Karnataka. The study adopts purposive sampling technique because of the support from the school quality of information and location.

The participants in this micro study were school principals and teachers. The following measures were used for the present study:

- a) Creative Leadership Questionnaire for principal
- b) Creative Leadership Interview Protocol for Principal
- c) Focused group discussion for teachers.

The above tools were prepared by the researcher.

Data Collection and Analysis

During the study the data collected from the schools were in terms of creative leadership questionnaire for principals. The two innovative schools included for the study were:

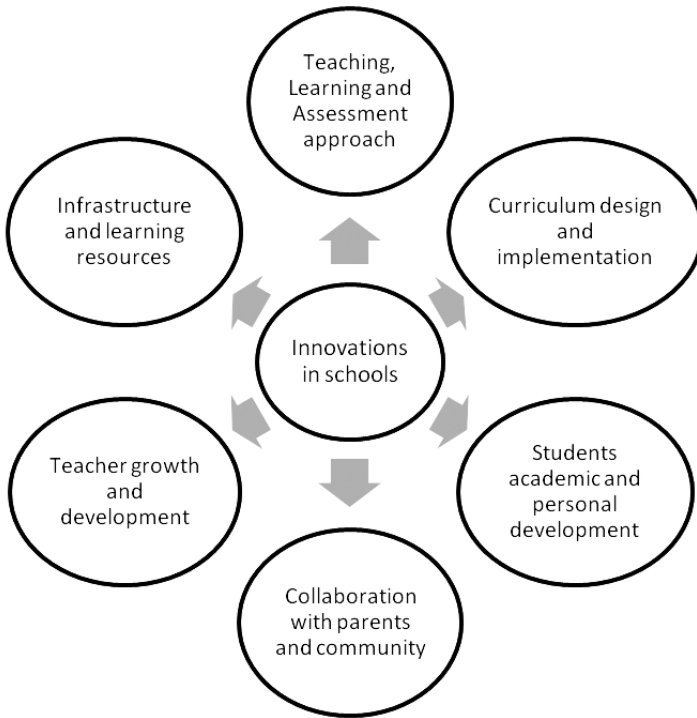
Table 1

Items	Kalpavruksha Model School	Purnaparmathi School
Location	Bailhongal, Belgaum	Bangalore South
Type of School	Rural	Urban
Year of Establishment	2007	2010
Range of classes	Pre-primary to grade 10	Pre-primary to grade 10
Number of Teachers	100	90
Number of Students	1100	100
Board of Recognition	CBSE, New Delhi	Karnataka State Board
Principal	Mr. Arindam Roy Choudhry	Mr. Raghuram
Qualification	M.Sc., B.Ed	B.E., M.A, B.Ed
Working in the school since	2007	2010

Exploring the role of creativity and leadership skills in bringing innovations in school and the creative culture of the school:

21st century educators' skills include communication, creativity, leadership, and critical thinking and human values. These skills help the school principal to bring in innovation in to the school system. The rural principal mentioned that "I give them independence and freedom in planning the school activities and I make sure that we give them good opportunities". This ensures that the school principals are sensitive to the school culture which has a significant influence on the school performance. In order to understand the innovative educational practices in school, the school activities are being classified into five broad sections.

Fig: 1



Innovative Educational Practices- Table 2

POORNAPRAMATHI SCHOOL, BANGALORE	KALPAVRUKSHA MODEL SCHOOL, BAILHONGAL
Teaching, Learning and Assessment approach	
Value Based Teaching: The teachers emphasized incorporating values in teaching pedagogy.	Creative Teaching Model: The teachers incorporated values, emotional, sensory and intellectual domain in planning & teaching of pedagogy.
Curriculum design and implementation	
Curriculum: The school teachers have designed their own value based curriculum at the pre-primary and primary level. Multi grade Teaching: The school has a well-defined multi grade teaching curriculum at primary and secondary level.	Curriculum Development: The school teachers have developed textbooks from 1-4 grade in English, Mathematics and Hindi.

Students' academic and personal development	
<p>Elective Subjects: The students have the freedom to select various electives like classical music, traditional dance, Musical Instruments, Yoga, and many more.</p>	<p>Students mentoring: The school has teacher – student mentoring for high school students.</p>
Collaboration with parents and community	
<p>Social Awareness: Students are actively involved in the save river campaign “Vrishabavathi” and “Ganga”.</p>	<p>Community Projects: The schools conduct various programme like “Annapoorna- Asking for a bowl of rice” and thank you programme for the people who help us in society.</p>
Teacher growth and development	
<p>Mentoring System: - The school has the concept of mentoring system where in the junior teachers are mentored by the senior teachers and principal. This process has benefited the teachers academically and emotionally.</p>	<p>In-House Teacher Training Programme: The teacher training is strongly perceived by the school. The teachers select a topic of their choice and made to take a session among the peer teachers. The school also invites resource persons to facilitate training programme on a monthly basis.</p> <p>Resource Persons: The principal provides opportunities for the senior teachers to visit the neighbouring schools as pedagogy resource persons and to conduct students & teacher training programme and share their expertise.</p> <p>Kausalya:- Each subject department prepares for ONE INNOVATION per year involving all the teachers for the research and the teachers are guided by experts.</p> <p>Mentoring System: - The school has the concept of mentoring system where in the junior teachers are mentored by the senior teachers and principal. This process has benefited the teachers academically and emotionally.</p>

	Teacher Training Centre: the school has a unit on “KMS teacher Training center managed by the senior teachers. The proposed of the center to identify and train pre-service teachers.
Infrastructure and learning resources	
Guest Resource Persons: The school invites best educationist, researcher and teachers from various places to spend time in teaching students in the schools. The resource person interacts with teachers and students on various areas of their expertise and work on the given projects with students.	School Building: The school has a good infrastructure with technology, library, computer labs, science lab and sports facilities.

The study discovers that the innovation at both schools are different in spite of both being identified as the creative schools. So, there is creativity in innovation among the creative schools this in turn has led to different school cultures. The above table can also interpret that the focus of any creative institution is on the students’ personal and social development and in turn focusing on concern for the society. A creative school does not focus only on the students’ academic achievement. The teachers in creative schools blend with their value system with the core philosophy of the school. The school principal constantly involved the parents in various school activities. Both the principals expressed that “effective partnership with parents will help them realize their vision and help students in their development”.

The school principals of both the creative school had a strong conviction that the purpose of the school is to develop a better society and they were concerned about the social issues in society. They conducted various activities like the cleanliness of the village, adopting a government school, teaching vocational skills to students, campaign for health and hygiene, spreading awareness to save the river, participating in a walkathon to save nature, NO to plastic drive and awareness to save wild animals.

The teachers expressed that the “students in our school demonstrated a high level of independent thinking, reasoning, creativity and research skills. The students were happy coming to schools as they feel that the schools provide them the freedom to think & learn things in the area of interest”.

The teachers were self-motivated and spoke about the vision of the school confidently and happily. The teachers expressed that “our vision of education has matched with the vision of the school”. We are proud to be part of the school and we don’t expect reward in terms of money”. The teachers expressed that “we are learning many things in the school and if they leave the school then it will be a loss to their profession”. The relationship between the teachers was positive and respectful.

Understanding the nature of creative leadership that prevails in different school context, it is important to understand the demographic conditions, culture and social context for creative leadership among the principals to promoting and nurturing innovations in school system.

On commenting on the personal leadership style, the rural school principal mentioned that – “I am a lifelong learner and I am a go getter and most importantly I reflect a lot on whatever mistake that I do, I learn from them” “I take risk and I take responsibility and my actions”.

The urban school principal mentioned that- “A leader should be active, enthusiastic and a good listener. While motivating the whole team during crisis, as a leader he needs to elevate himself. A leader should be selflessness and demonstrate sacrificing nature”.

During the focused group discussion with the teachers from rural school mentioned that – “My principal expects us to make decision and supports us. He is always motivating us to do new things. He always mentions that we need to try new things and if you succeed then it’s yours and if you fail then its mine”. He is always encouraging, motivating and we believe in his vision about the institution. He is open to take feedback from us and its helps us to know the reason of doing things. He always makes us to think and respects our idea and open to new ideas and he works on our strength”.

During the focused group discussion with the teachers from urban school mentioned that – “The School Principal are actively involved in planning and implementing of new ideas. We have created a forum where in on a periodic basis we all teachers meet to think about the ideas, argue and make necessary modifications. Our Principal is always enthusiastic, gives new ideas, and we respect his thinking and humble nature”.

It is observed that the nature of leadership is different in both the school context in spite of promoting and nurturing innovations in school. Principals of both the schools demonstrated creativity but, the personal value orientation is different. The ultimate focus of principals of both the schools

is to nurture young learners as future leaders who are independent thinkers with deeply rooted value system. The creative leadership of both the school is strong among the principal, and teachers. It is also observed that the longevity of the principal is also an important factor in an institution, as the principal gets time to experiment with this idea and create a change in the school system. The major findings were the creative leadership of the school principals was strong and they were actively involved in all the aspects of school developments. They demonstrated enthusiasm, good content competency and good classroom teaching abilities. The school leaders give freedom for teachers and students to think of new ideas, take risk and learn from failure. The school leaders model creativity and have a strong conviction and belief in whatever task that they do and also had the capacity to accept and manage failures. They also have the courage to share their failures and their learning. There is no set pattern of curriculum transition and they are open to modifications and change. The creative schools face challenge of getting teachers who can blend with the value system and the core philosophy of the school. The school also expressed their concern when the number of students increased as it was difficult to maintain the quality. The school principals demonstrated a strong belief on the vision of starting the school and they constantly reinforced their vision. They constantly shared and reinforced the vision of starting the school with all the stake holders of the school.

The variables in creative leadership skills among the principals in bringing change within the school system are classified into two categories one personal creativity traits and professional leadership roles to develop a creative institution. The below table consolidates the factors involved in each variable.

Table 3

Variables	Factors
Personal creativity traits of Principal	<ul style="list-style-type: none"> a) Risk Taking and learning from the failure b) Originality of ideas c) Openness towards others idea d) Value orientation
Professional creative leadership roles of Principal	<ul style="list-style-type: none"> a) Discovering Opportunities and problem solving b) Envisioning the future and Inspiring a Shared Vision c) Enabling the collaboration and strengthening the team d) Encouraging the emotional connect in the team

To bring a positive change in the school system, it is evident that creativity and leadership of the principal play a vital role in innovating educational practices and in turn improving the school culture.

Implications of the study

- The results of the present study help us to analyze the conditions of leadership that prevails in the different school context.
- The study explores the personal creativity traits and professional creative leadership roles of school Principal in urban and rural school contexts.
- The study explains the importance of creativity and leadership skills among the principal in innovating educational practices.
- The study develops a model for innovative educational practices in school.

Limitations of the study

- The study is limited to two creative schools where innovative educational practices are been implemented in rural and urban Karnataka.
- The study adopts a qualitative approach and purposive sampling in understanding the creativity and leadership among school principals.

Scope for further study

- The study provides a stepping stone in conducting further study in the areas of creative leadership and innovations in school context.
- The sample size can be increased with varied sampling techniques.
- The study also provides a scope for developing a quantitative approach in conducting the study.

Conclusion

The innovation practices in an educational institution can take place when there is a stable and consistent leadership team working on a creative strategic planning for a significant number of years. It is need of the hour that the school principal develops various life skills and demonstrates creativity and creative leadership skills in all the areas of students & teacher development and institutional management in order to improve school perfor-

mance. It is hypothesized that developing various life skills will lead to effective inculcation & demonstration of values in life.

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Examining the 21st Century Skills of Secondary School Students: Role of Teachers

Dr. Rekha Chavhan*

Abstract

21st century skills are a collection of abilities, competencies that students need to develop to succeed in work, and life in the 21st century. This study aimed to investigate the role of teachers in enhancing 21st century skills among students. The study was designed as a descriptive one using survey method. The quantitative data was collected from eighty-four secondary school teachers. The quantitative results revealed that teachers put more effort into developing creativity and innovation and critical thinking skills than other 21st century skills among students. They put less effort in developing communication skills among students. Male teachers put more effort into developing creativity and innovation skills than female teachers. Teachers with more than 32 years of age put more effort to develop creativity and innovation and self-direction skills. Both graduate and postgraduate teachers put equal effort in developing creativity and innovation skills among learners. Postgraduate teachers put more effort in developing self-direction and critical thinking skills among students. Teachers with 15 years of experience put more effort in developing creativity and innovation, self-direction and critical thinking skills among students. Language, math and science teachers put more effort in developing creativity and innovation and critical thinking skills than social science teachers. Language, math and science and social science teachers put equal amount of effort in developing self-direction skills among students. There are subject-wise differences in teaching efforts of teachers in the enhancement of 21st century skills among students.

Keywords

21st century skills, secondary school students.

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Introduction

The twenty-first century has brought along issue of high concern. It has impacted the field of education in an enormous way. The 21st century skills have become especially significant in the 21st century, because of the rapid development of technology. The rapid development of technology leads to the rapid dissemination of information. This makes it more important for students to produce the information rather than memorize it, and use the information in solving new problems. Use of digital technologies in the 21st century is increasing throughout the world in every region, and this use has become an indispensable part of daily life. Therefore, a new generation of students has emerged, those who were born into the digital technology age, and grew up with the effect of these technologies. The rapid change and development in the 21st century make it necessary for individuals to equip themselves with certain competencies and skills. These skills, called the 21st century skills, are the combination of the knowledge, skill, literacy, and expertise that are necessary for individuals to be successful in work and daily life. So mastery of particular skill sets, with a focus on digital literacy, are in increasingly high demand. People skills that involve interaction, collaboration, and managing others are increasingly important skills that enable people to be flexible and adaptable in different roles or in different fields, those that involve processing information and managing people more than manipulating equipment is in greater demand. Preparing individuals for life and equipping them with age-appropriate knowledge and skills are among the responsibilities of education. An education system is successful to the extent that it can equip its students with the knowledge and skills that are required in the 21st century. Teachers are the instrumentalist to shoulder this responsibility of preparing students for life. They are the future builders, the creator of knowledge workers. This knowledge worker requires higher order thinking skills to overcome barriers at the global and local level, to survive and succeed in this competitive world. Therefore, it becomes very important for the teachers to inculcate 21st century skills among the future generation learners. In this study, the 21st century skills of secondary school students were investigated.

Operational Definition of the terms

- 21st Century Skill – 21st Century skills are abilities that today's students need to succeed in their careers during the Information Age. It includes the following skills.
- Critical Thinking Skill (CT) refers to students' ability to analyze

complex problems, investigate questions for which there are no clear-cut answers, evaluate different points of view or sources of information, and draw appropriate conclusions based on evidence and reasoning.

- Collaboration Skills (CO) refers to students' ability to work together to solve problems or answer questions, to work effectively and respectfully in teams to accomplish a common goal and to assume shared responsibility for completing a task.
- Communication Skills (CM) refers to students' ability to organize their thoughts, data, and findings; and share these effectively through a variety of media, as well as orally and in writing.
- Creativity and Innovation Skills (CR) refers to students' ability to generate and refine solutions to complex problems or tasks based on synthesis, analysis, and then combining or presenting what they have learned in new and original ways.
- Self-Direction Skills (S) refers to students' ability to take responsibility for their learning by identifying topics to pursue and processes for their own learning, and being able to review their own work and respond to feedback.
- Global Connections (G) refers to student's ability to understand global, geopolitical issues including awareness of geography, culture, language, history, and literature from other countries.
- Local Connections (L) refers to students' ability to apply what they have learned to local contexts and community issues.
- Using Technology as a tool for Learning (U) refers to students ability to manage their learning and produce products using appropriate information and communication technologies. (Hixson,, Ravitz &Whisman, 2012)

Objectives of the Study

- To examine the role of teachers in enhancing 21st century skills among the students.
- To study gender wise differences in role teachers in enhancing 21st century skills among the students.
- To study age wise differences in role teachers in enhancing 21st century skills among the students

- To study qualification wise differences in role teachers in enhancing 21st century skills among the students.
- To study working experience wise difference in role teachers in enhancing 21st century skills among the students.
- To study subject of teaching wise difference in role teachers in enhancing 21st century skills among the students.

Methodology

For present study, Descriptive methodology is used . Under descriptive method survey was used.

Sample and sampling technique

The present study included a total sample of 84 secondary teachers. Thirteen schools were selected randomly for the study. Teachers were selected by the incidental sampling technique.

Scope and Delimitations of the Study

The present study is applicable to secondary school teachers. This study is limited to Thane Region. Data was collected from teachers of English Medium schools only.

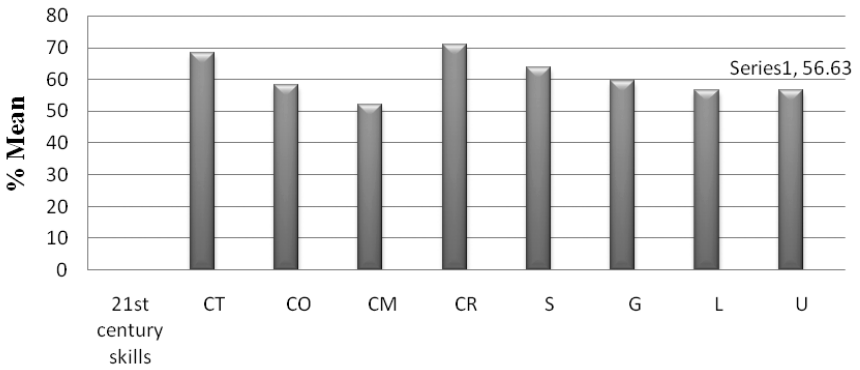
Analysis of data

Inferential analysis was carried out by applying percent mean. Data is presented graphically as follows.

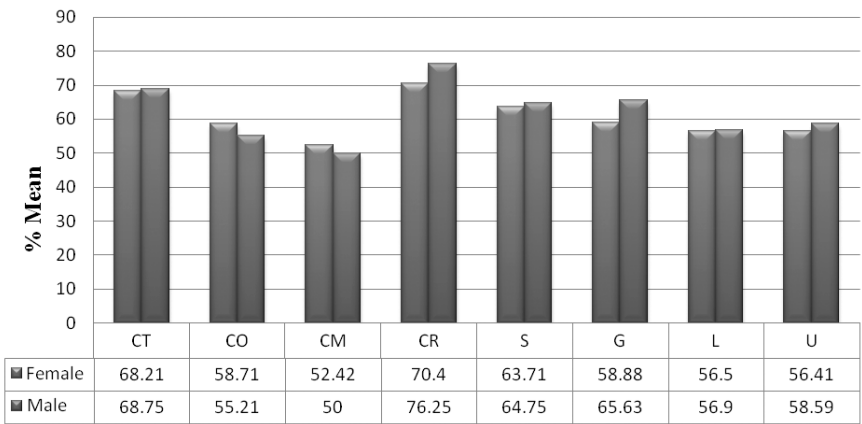
Table 1: Efforts put by Teachers in developing 21st century skills

21st century skills	CT	CO	CM	CR	S	G	L	U
% mean	68.25	58.36	52.17	70.95	63.82	59.54	56.55	56.63

It is seen from the table 1 and graph that more efforts are put in developing creativity and innovation skills, followed by critical thinking skills. Teachers put less effort into developing communication skills among students.

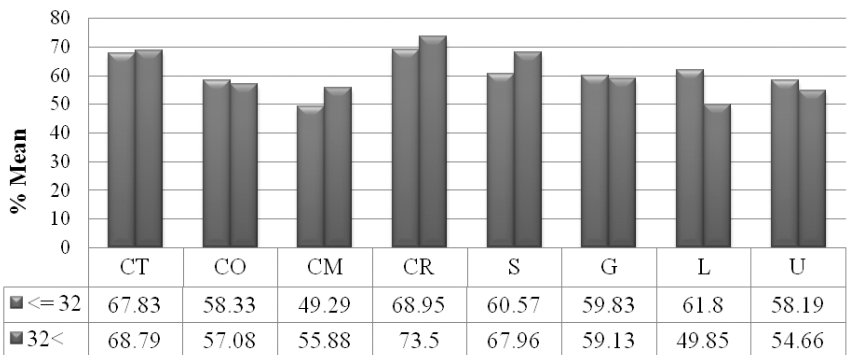


Gender wise Efforts of teachers in enhancing 21st century skills



Male teachers put more effort in developing creativity and innovation skills than female teachers. Both the gender put equal amount of effort in developing critical thinking skills among learners.

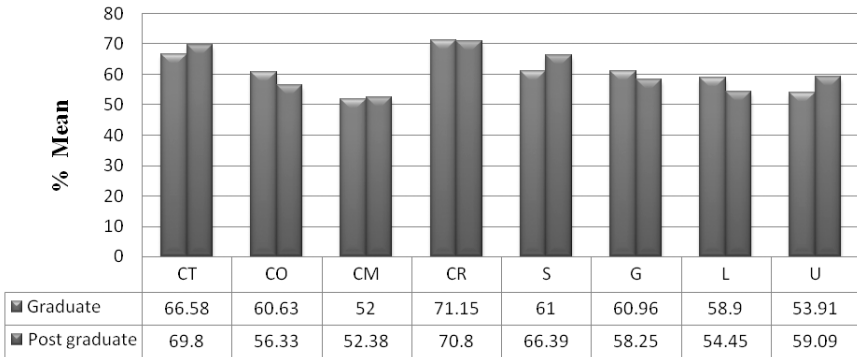
Age wise Efforts in developing 21st century skills



Teachers with more than 32 years of age put more efforts in developing creativity and innovation skills than teachers with less than 32 years of

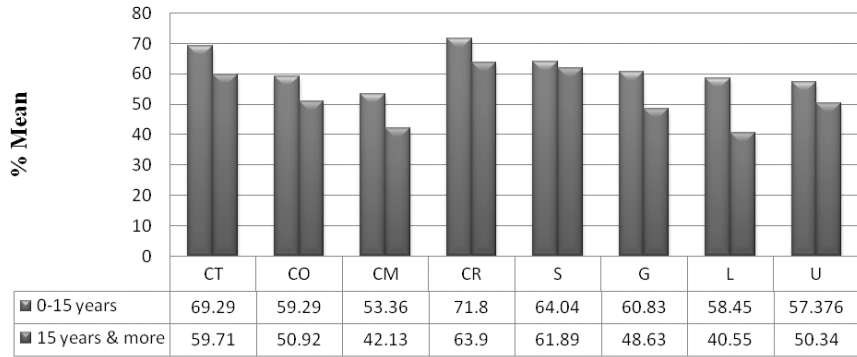
age. Both the age group teachers put equal amount of efforts in developing critical thinking skills among learners. Teachers with more than 32 years of age put more efforts in developing self-direction skill than teachers with less than 32 years of age.

Qualification wise Efforts in developing 21st century skills



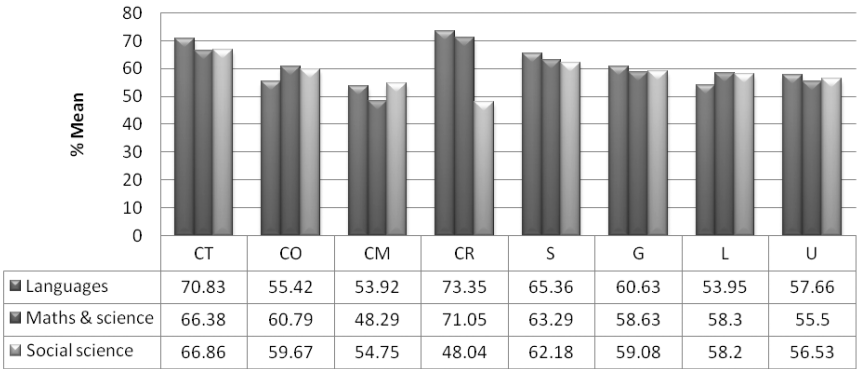
Both graduate and postgraduate teachers put more efforts in developing creativity and innovation skills among learners. Postgraduate teachers put more efforts in developing self-direction skills than graduate teachers. Postgraduate teachers put more efforts in developing critical thinking skill than graduate teachers.

Teaching Experience wise Efforts in developing 21st century skills



Teachers with 15 years of experience put more effort in developing creativity and innovation skills than teachers with more than 15 years of experience. Teachers with 15 years of experience put more effort in developing critical thinking skills than teachers with more than 15 years of experience. Teachers with 15 years of experience put more efforts in developing self-direction skill than teachers with more than 15 years of experience.

Subject of Teaching wise Efforts in developing 21 st century skills



Language and math science teachers put more efforts in developing creativity and innovation skills than social science teachers. Language and Maths, science and social science teachers put more efforts in developing critical thinking skill.

Findings

1. Teachers put more efforts in developing creativity and innovation, critical thinking and self-direction skills among students. They put fewer efforts in developing collaboration, communication, global connection, local connection and use of technology in learning skills among students.
2. Male teachers put more efforts in developing creativity and innovation, critical thinking, global connection and use of technology skills whereas female teachers put more efforts in developing only critical thinking and creativity and innovation skills among students.
3. Teachers with more than 32 years of age put more efforts in developing creativity and innovation, critical thinking and self-direction skills. Teachers with less than 32 years of age also put more efforts in developing creativity and innovation, critical thinking and self-direction skills among students.
4. Both graduate and post graduate teachers put equal amount of efforts in developing creativity and innovation, critical thinking and self-direction skills among learners. Apart from this, graduate teachers also put more efforts in developing global connection and collaboration skills among students.

5. Teachers with 15 years of experience and more than 15 years of experience put equal amount of efforts in developing creativity and innovation, self-direction and critical thinking skills among students.
6. Language teachers put more efforts in developing creativity and innovation, critical thinking self-direction and global connection skills. Social science teachers put more efforts in developing critical thinking, self-direction and collaboration skills among students. Math and science teachers put more efforts in developing creativity and innovation, critical thinking and self-direction skills among students.

Discussion

This study investigated the efforts put by teachers in enhancing 21st century skills of secondary school students and the quantitative results revealed that teachers put more efforts in developing creativity and innovation and critical thinking skills and self-direction skills among students than other 21st century skills. Teachers might be feeling that these skills are more important in life as compared to other skills like communication, collaboration, global connection, local connection, self-direction and use of technology in learning skills.

When the efforts of teachers according to gender were compared, it was seen that male teachers put more effort in developing creativity and innovation, critical thinking, global connection and use of technology skills among students. Female teachers also put more efforts in developing creativity and innovation, critical thinking skills among students. Male teachers might also have understood importance of enhancement of global connection and use of technology skills among students in today's context that's why they put more efforts in enhancing these skills.

When the efforts of teachers according to their age and experience were compared, it was seen that teachers with more than 32 years of age put more efforts in developing creativity and innovation, critical thinking and self-direction skills. Teachers with less than 32 years of age also put more efforts in developing creativity and innovation, critical thinking and self-direction skills among students. So, age doesn't make any difference in enhancement of 21st century skills.

When the efforts of teachers according to their educational qualification were compared, it was seen that both graduate and post graduate teachers

put equal amount of efforts in developing creativity and innovation, critical thinking and self-direction skills among learners. But graduate teachers also put more efforts in developing global connection and collaboration skills among students.

When the efforts of teachers according to their subject of teaching were compared, it was seen that Language teachers put more efforts in developing creativity and innovation, critical thinking self-direction and global connection skills. Social science teachers put more efforts in developing critical thinking, self-direction and collaboration skills among students. Math and science teachers put more efforts in developing creativity and innovation, critical thinking and self-direction skills among students. This means there is subject of teaching wise difference in enhancement of 21 century skills among students.

Recommendations

This study can be improved by considering varied participant groups, grade levels, and other variables. It is noteworthy that there is a need for studies about the effects of information technologies on the development of 21st century skills. Moreover, it is recommended that further studies be conducted to investigate what kind of activities students engage in addition to their computer usage times, and the effect of these activities on the development of 21st century skills. It will also be beneficial to make additional activities for the development of the 21st century skills of students.

Conclusion

Education should focus on both core academic subject mastery and 21st century skills development. These skills help students to be ready for college and career life. There are various strategies by which to achieve 21st century skills; problem solving, critical thinking, collaborative learning, and digital tools in teaching. Future research should consider the implications for preparing teachers in the proper ways to embed 21st century skills in their lessons and integrate multimedia tools. In addition, future research must continue to investigate the effects of using 21st century curriculum and instruction on students' cognitive, academic, and social capacities, as well as measuring these effects across different grade levels and subject areas. Future skills for the 21st century are necessary in order to prepare active citizens who are able to face the challenges of a global society; able to be innovative in order to solve complex problems; and use the power of technology to change the world for the better. Research has continually shown that the application of 21st century curriculum and instruction is

very significant in preparing students with the essential skills that will help them satisfy their desire to be successful in the future.

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Exploring Individual Philosophy and Need for Skill-based Model of Forgiveness

Dr. Neeta Mehta* & Ms. Latika Suryavanshi**

Abstract

As much as human beings get joy, satisfaction and purpose in the relationships, they experience pain, disappointment, disillusionment and suffering, whenever there is a transgression. The tendency to retaliate is a deeply ingrained motivation that invariably elicits reciprocal retaliation, causing a vicious cycle, eventually rupturing the relationships. Forgiveness plays a significant role in the prevention of negative spirals of hurt and suffering and restoration of peace. The purpose of the study is to understand unique ways in which forgiveness is defined and personal values that guide people's actions when the transgression occurs. Fifteen males and fifteen females above 18 years were surveyed using a combination of convenient sampling and snowball sampling. A set of open-ended questions was emailed to them. It sought information on individuals' general philosophy and experience of forgiveness in specific instances. The obtained responses were analyzed qualitatively. The findings of the study indicated that people's exercising of forgiveness is far from the spirit embodied in the virtue of forgiveness. It is not easy for people to forgive the wrong doing and at times they do not want to forgive. Ego, expectations or sense of entitlement, self-righteousness and ideas about perfect relationship prevent them from exercising forgiveness and consequently experience suffering that has rippling effects on health, occupational functioning and overall well-being. The study, thus, underlines the need for people to be educated about the spirit of forgiveness and developing it as a life skill that can help them lead healthier and fulfilling lives, simultaneously bringing peace for the community.

Keywords

forgiveness, transgression, virtue, skill-based model

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Introduction

Experience of transgression in the relationship and pain and suffering resulting out it is common place. Anger and retribution are typical responses to such experience which contributes to more pain and damage to the relationship. Forgiveness, on the other hand, is a pro-social response to such experience which repairs and at times, restores the relationship.

According to western researchers, forgiveness is a conscious, intentional and voluntary decision and a process (North, 1987; Worthington, 2005). It is seen as happening in the context of an individual's acknowledgment that transgression has occurred and s/he did not deserve it. Therefore, they see the individual as a victim and see forgiveness as an altruistic gift of message to the victim that "I acknowledge that you made a transgression against me, but I am not going to seek retribution, because I forgive you" (Carr, 2004). In other words, through forgiveness, the victim declares peace when the war of retaliation is imminent.

McCullough, Worthington, and Kenneth Rachal (1997) view forgiveness as a motivational and pro-social concept. They see it is as a process (or the result of a process) that involves a pro-social change in emotion and attitude towards the transgressor. Whenever a person gets offended in the relationship, anger and resentment along with the motivation to avoid contact and to bring harm (revenge) to the person are experienced. When forgiveness is offered, there is decreased dwelling on negative emotions, decreased motivation to retaliate against the offender and to maintain estrangement and increased motivation towards conciliation and goodwill for the offender. Thompson, Snyder and Hoffman, Michael, Rasmussen & Billings et al (2005) too view forgiveness as a freeing from a negative attachment to the source of wrongdoing. This remained an essential tenet of forgiveness across social science researchers.

Forgiveness is also seen as reframing the transgression by developing a new narrative of the transgression, transgressor and themselves. In words of Rowe, et al (1989, p. 242) "the implications of the original situation are cast in a new light" and "often, the forgiving person is able to see the offender in a more complex way" (Malcolm & Greenberg, 2000, p. 181). In the forgiveness model of infidelity issue proposed by Gordon & Baucom (1998), one can see this reframing of transgression taking place. The couple progresses from impact stage of overwhelming emotions to meaning stage where they try to make sense of the transgression, followed by couple transcending the event and feeling more in control of their lives.

Fred Luskin (2002) adds an existential and spiritual dimension to our understanding of forgiveness, as he considers the vulnerable, unfair, imperfect conditions inherent in human life. He observes that human beings are typically unhappy about their life experiences, complain about what they don't get and demand a different set of experiences. They exist in a sea of vulnerabilities, but still forget their basic nature and behave as if the world owes them the good experiences. For Luskin, forgiveness is the affirmative ability to remain at peace when one is unable to get what one wants. It is about being resilient, moving forward and living life without prejudice that is, not making others endlessly responsible for one's emotional well-being and presenting oneself as the victim. Alan Watts (1951) in his concept of "the backwards law" too underlines the importance of accepting negative experience, as that acceptance is the positive experience. Luskin does not dwell on content of the individual story, that is, the source of upset, but ushers the individual to grieve and move ahead with an open heart no matter what is the nature of the experience – whether it's an insult by a friend or attack by a terrorist. For Luskin, therefore, everything is forgivable.

While discussing religious perspective on forgiveness, Ryle, Pargament, Ali, Beck, Dorff, Hallisey (2000) draw a comparison between Christianity and Judaism. In Christianity repentance is not considered an essential element of forgiving. In Judaism, however, some offences are considered to be too severe to forgive. Only victims have the right to forgive and repentance is considered not only an essential element but also must be directed to the victim.

The Latin phrase "amor fati" and Nietzsche's (1882) "eternal recurrence" help us understand the highest level of forgiveness possible for human beings (in Taylor, 2008). Amor fati means love of one's fate. It is an attitude that makes one see whatever happens is not only good but also necessary. It is saying yes to life and there is no other/s to blame. If one is destined to live the same life again and again till eternity – eternal recurrence – and one must love one's fate, then resetting one's goals/aims right now becomes extremely important irrespective of how others behave towards you.

In the context of this nuanced understanding about forgiveness offered by the researchers, it is significant to ask - do people understand what forgiveness involves with all its complexities? What hampers their understanding? How easy it is to exercise forgiveness? What can help people practice forgiveness in their lives? The purpose of the study was to gain an in depth understanding of people's philosophy of forgiveness, to check whether it matches with the spirit of forgiveness as a virtue and to find out whether

forgiving is easier said than done.

Method

Sample and sampling strategy:

30 participants, 15 females and 15 males, between the ages of 18 and 56 years participated in the study. A combination of convenient and snowball sampling method was used.

Tools

A questionnaire was designed to assess and evaluate each individual's philosophy of forgiveness. This questionnaire included two sets of questions - general questions and specific questions. The set of eleven general questions required the individuals to offer their definition of forgiveness, rate the ease with which they can forgive transgressions on a scale of zero to ten. Further, they were also asked to report their response to wrongdoing, the impediments they face during the process of forgiveness, what helps them forgive the transgressor along with the kinds of transgressions that they found impossible to forgive. The second set of nine questions required participants to recall a specific incidence of transgression, experience of related thoughts and feelings, the process of forgiving and its impact. Participants wrote their responses and probing was done as and when required.

Data Analysis

Qualitative analysis was conducted to identify themes in the answers. These themes were then compared with the existing literature on forgiveness. This helped reveal how close does individual philosophy of forgiveness comes to experts' understanding in the field.

Results and Discussion

Most of the participants (26) were found to have a good understanding of what forgiveness is all about and it matched with some or the other aspects of definitions of forgiveness given by researchers. The definition of forgiveness where an individual sees himself as a victim, but also experiences the need to offer forgiveness (Carr, 2004) is reflected in the meaning that many participants (15F + 14M = 29) shared about forgiveness.

“Forgiveness is accepting that the other person is fallible and accepting that his actions have hurt you but that does not necessarily mean that the person is bad or completely untrustworthy” (P10)

The other nuance of forgiveness as an act of freeing oneself from unpleas-

ant emotions, decreased motivation to retaliate and increased motivation towards conciliation (McCullough, Worthington, and Kenneth Rachal, 1997) is also reflected in the responses of participants (16) when they wrote... forgiveness is “leaving behind all the grudges” (P03), “letting go of the feeling of anger or hatred” (P04); “about realizing the pain, feeling the pain, living the pain, yet also releasing the pain” (P13), “not being stuck up with someone’s improper behavior towards you, ... continue to interact without rancor and ill-feelings (P17); “to overcome feelings of anger, bitterness, or revenge” (P20).

Some (F08 + M06 = 14) participants reframed the transgression with a new narrative and looked at the wrongdoer not just as an offender but as a complex human being.

“Forgiveness for me is about not harboring ill feelings about those who have wronged me for too long and understanding what might have compelled the person in a way to act” (P29)

Though participants understood forgiveness well intellectually and believed in the significance of moving on after the transgression, it was noted that they (F03 + M04 = 07) found it difficult to forgive as reflected in their rating on the scale of unforgiving - forgiving (range 3 to 5 and average 4.21) and in their report of longer time needed to forgive. Even among those (12F + 11M= 23) whose ratings were closer to forgiving side of the continuum (range 6 to 10 and average 7.46), while speaking about the specific instance of wrongdoing, 14 of them (09F + 05M) indicated that forgiving is very difficult for them. Six of them have not forgiven the wrongdoer at all. And still for others (14), even after their decision to forgive the person, they took time to fully come out of the bitterness, as reported by P30. “But forgiveness doesn’t mean that it’s all done and sorted. It takes time for things to get back to normal. ...I maintain a distance in the relation.”

Moreover, willingness to forgive did not heal the participants fully. They (14) reported residual unpleasant feelings towards the wrongdoer and changing unfavourably after their experiences like becoming, “cautious” (05), “losing trust” (04), “indifferent” (03) and “fearful and insecure” (02)

“I could forgive that person but my attitude with the person never remained the same. It changed. I never felt the same kind of connection and attachment ever again” (P12).

Only 10 (6F +4 M) reported positive emotions towards the wrongdoers af-

ter forgiving and 06 (2F+4M) reconciled their relationship with the wrongdoer.

One of the reasons the participants found it difficult to forgive is that they continued to focus on the transgressor and transgression and not on getting on with life. Secondly, they made the forgiving conditional. The understanding of forgiveness in the literature does not necessitate any conditions to be met for forgiving such as offenders first admit their offenses, apologize, make appropriate restitution or be willing and able to change their offensive ways. Dalai Lama considers forgiveness is about finding peace for oneself. It is individual's responsibility, not anyone else's (in Norrad, 2017) Therefore, if one sets conditions for forgiving people, he says, they cannot set themselves free. In that sense forgiving involves spiritual dimension – it is more intrapersonal rather than interpersonal, as reflected in the quote given by one participant – “Forgiveness is about the peace and calm we gift ourselves” (P07). However, except for very few participants (3) (P15, P25, P29) who understood this, many of the participants (11 explicitly indicated) failed to apply this understanding that one forgives for oneself, irrespective of the transgressors' feelings about the transgression and their behaviour thereafter. Their forgiveness came with the various tags like “that transgressor must admit their wrongdoing” (P2, P3, P5, P7, P13, P14, P16), “must sort things out” (P16), “feel the regret and remorse” (P13, P24) and “seek forgiveness/apology” (P16), “have a convincing rationale for their wrongdoing” (P22) and “must show willingness to change their behaviour and not repeat their mistake” (P14, P20, P30).

The participants also reported number of factors related to the personality of self and transgressor as coming in their way of forgiveness. For some participants personality characteristics of the transgressor such as tendency to repeat the mistake or consistent wrongdoing (04), maturity level of the transgressor (01), chameleon personality (01), insensitive and ungrateful nature (01), stubborn and unempathetic approach to others (01), and tendency to outsmart others (01) came in their way to forgive. Their own personality traits like anger and other pent-up emotions (06), low threshold for sadness, too sensitive nature, ego, (06), ideas of right and wrong (01), deep sense of righteousness (01), dignity, self-respect (03) ruminations (03) expectations (03), fear of further harm (01) also made it difficult for them to forgive.

The nature and the intensity of the wrongdoing also prevented participants from translating their cognitive understanding into the act of forgiveness. Betrayal of loyalty/trust/respect was found to be the most difficult to for-

give (12) followed by intentional wrongdoing (04) and hurting loved ones (04). Besides these, playing with emotions (02), spiteful & egoistic behavior (01), unfair treatment (01), lying (01), social humiliation (03) and wrongdoing with severe consequences such as sexual abuse and homicide (02) were considered to be unacceptable behavior for forgiveness.

Caring and supportive nature of the relationship, clear and open dialogue, good qualities and previous good deeds done by the transgressor (04) are found to help people to forgive. Time too is found to be the healer by some (03).

Two participants' (P25, P29) understanding of forgiveness came closer to Luskin's (2002) conceptualization. Their approach was spiritual and practical. They did not take things personally and accepted people as they were. When asked what helped them forgive people, they (2) reported...“...accepting that people are people and they will behave erratically... there is no use me getting too enraged when I cannot change their behavior” (P29).

They also considered nothing as unforgivable and their empathy, compassion and humility helped them remain free from ill feelings and prejudice as reflected in their responses. “... give the benefit to the ‘other’ person that what they did – at that instance and their perception was ‘right’ for them...rarely would someone plan to ‘hurt’...basically trust the presence of goodness in all” (P25)

Additionally, they did not consider that they have any moral high ground to decide who should be forgiven and who should not. “We are not ‘harmed’ in a way that needs forgiveness; a sense of humbleness would ensure we don’t put ourselves on a pedestal from where we dole out forgiveness” (P25).

The findings of the study underlined the significance of the assistance that the majority of people need to overcome hurt and anger caused due to transgression. The cognitive understanding of the value of forgiveness does not translate automatically into the act of forgiveness. The steps involved and the process to be followed can be taught to people. On the basis of the responses of the participants and the work of the various researchers the following can be proposed as a way one goes about forgiving:

Step 1: Grieving and Sharing – helping the person acknowledge the transgression and experience all the emotions. Encouraging the person to discuss with a confidant or write about the experience of transgression and

discouraging the person from interacting with the transgressor.

Step 2: Self-checking and Mindfulness training

- What really happened? What has hurt me specifically?
- What were my expectations which got violated?
- What am I feeling about it right now?
- Does my constant thinking and feeling about the event help me anyway?
- Am I suffering? If yes, what do I want to do about it?

Step 3: Realizing the futility of continued grieving.

Step 4: Taking decision to end grieving.

Step 5: Realigning one-self with the present, larger values and goals. This involves loosening the grip on the past, coming to the present and looking at life in relation to one's bigger goals and values and thereby letting go of hurt caused by thwarting of smaller goal.

Step 6a: Managing physiological and emotional reactions through breathing techniques, mindfulness training and visualizations. Physiological and emotional responses that have got conditioned due to association with initial shock reaction (after the experience of transgression) can be deconditioned by training in relaxation.

Step 6b: Educating the person to realistic thinking by presenting certain facts again and again.

- The event that upset the person is over. S/he is suffering now due to the hurt feelings and thoughts that the person is keeping alive.
- One cannot control people's behavior. Expecting them to behave differently is unreasonable.
- One can exercise the choice of not hurting oneself by refraining from taking everything personally.
- We all make mistakes.
- One is forgiving the transgressor for oneself, because one is suffering. Therefore, one will have to do a lot of hard work and respond maturely in the situation.

- The other person will not fulfill any condition that one may lay for making forgiving easy.
- One cannot keep asking why someone behaved badly or why something happened that is devastating. Whatever happened is happened. There is certain amount of inevitability in the events happening in life and that is the name of life.

Step 8: Reframing - Events that happen can be reframed as lessons that are meant for helping one grow. So, the person can focus on what positive outcomes one is getting from the situation and how those outcomes enrich his/her life.

Conclusion

Forgiveness is definitely a helpful tool in conserving and enhancing relationships. Yet, people find it difficult to use it. Through the skill-based model of forgiveness people could be taught to transcend their pain. The practice, feedback and further research into the efficacy of the model may give more insights into skills that will promise peace in the relationships.

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Participation Challenges of Transwomen in Life Skills Programmes

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Abstract

Since the story of human life has been recorded, the plight of transgender people remained to exist similarly in every culture, race, and class. The present research is based on the fact that education and skills development play a pivotal role in enhancing jobs and economic opportunities for transgenders as they face different kinds of atrocities and defamation in their day-to-day life. What is appalling is that despite affirmative action (reservation policies, Right to Education, etc.) the disparities remain substantial among the transgender community especially in India. The objective of the study highlights the challenges faced by transwomen with respect to their initiative in joining skill enhancement programs for empowering their communities. The focused group discussion method was used to explore areas like available support, their partners, equal opportunity of education, need for skill development, government programs, and so on. The findings reflected on high levels of stigma in almost every sphere of their life such as health (HIV and other risk), schools/colleges, employment, social schemes and entitlement, lacking family support, compromising on daily earning timings, facing atrocity and negligence by the police and lacking social security and so on. The major themes centered on extreme social exclusion, self-esteem issues that hinder them to upgrade their skills, their sense of social responsibility, and their fear of rejection or need to affirm their gender through having sex. Keeping in view the above findings it can be concluded that there is an immense need to intervene at individual, community and policy levels to safeguard the rights of transwomen. The research implication targets on providing the life skills intervention program incorporating the challenges for which more interactive session and discussion on the issues concerned were suggested.

Keywords

transwomen, challenges, social inclusion, life skills education

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Introduction

The Transgender Persons Bill lays out a clear distinction between identity-based recognition rights and the medical procedures some transgender people might want. There is a need to revise the bill to incorporate training teachers to help them adopt inclusive teaching methods to prevent harassment or discrimination by staff or other children. Transgender people in India are required to live with dignity and non-discrimination with equal access to education, employment, and health services.

Present teacher training program should be restructured by adding the content related to transgender community; like their historical background, lifestyle, culture, rituals, customs, life skills, psycho-social conditions, psycho-sexual aspects, involvement in different money-earning activities, involvement in sex work, legal provisions and schemes for their welfare must be included (Chandra, 2017).

The purpose of the paper is on challenges faced by the transwomen with respect to their initiative in joining skill enhancement programs for empowering their communities. It is observed their role in participating in these life skills enhancement programs become quintessential to enhance their career opportunities. The need to assess was based on their perceived challenges in terms of available support, their partners, equal opportunity of education, need for skill development, availability of government programs and so on.

Methodology

The aim of the present research is to understand and explore the participation challenges in a life skill program and the general life experiences of Transgender women (TGw) in Indian Society. The research questions accentuated the current life experiences, need for skill enhancement programs, challenges faced in the participation of the same and social stigma confronted by them. The objectives of the study are based on exploring the life experiences, their economical condition, managing hassles, the emotional coping mechanisms, the self-esteem issues experienced by TGw. The sample consisted of thirty transwomen in Bangalore city, Karnataka, India. The research included TGw who are not part of any skill enhancement programs. The researcher contacted the transwomen who were employed in flesh trade and belonged to the lower and middle socioeconomic class. The snowball sampling technique was employed to ascertain their willingness to participate in research. Once consent was received then they were asked to gather together for extracting the information with some token amount

in exchange. The meetings were repeated and recorded so that the rapport could be formed and trust was established. The focused group discussion method was used separately so that the semi-structured interview method was utilized keeping in mind the research questions. The purpose was to assess the in-depth analysis in the form of consolidation of their experiences in various areas to integrate the information gathered.

At the start of the session, each participant was briefed about the study. Informed consent was taken from the participants so they could decide in a conscious, deliberate way whether they want to participate. The confidentiality of the participants in the study was maintained. The participants were free to drop out of the study in case of any concern or reluctance. Socio-demographic sheet was filled up on behalf of the subject. Non-verbal behaviors and the interview context were noted as part of the data. When the process of the data collection was over, the raw data was transcribed in various themes and sub-themes by organizing the rich extensive data.

Result Analysis

Table 1 Current Life experiences depicted by TGW

Theme	Sub theme	Narratives
Present education	School Drop outs	All of them were unable to complete their basic education since social pressures push them to drop out early.
Living with/ without a partner	Loneliness	We don't have anyone to rely on as most people we met are selfish and cannot expect love or any emotions from them (P6,P7,P9, P17,P23,P25,P29) On the contrary... My partner loves me the most irrespective of what we're. He knows my story and still wants to be with me (P2,P4,P8,P10)
Stigma Struggles	Abuse	We were physically abused by a group of boys and men (P4, P5, P12, P16)
	Daily struggles	The flesh trade gave us the confidence to earn money but exploitations are enormous(P1,P2,P3,P12,P13,P16)
Relationship with significant others	Parents and family	My mother talks to me over the phone very well, but she doesn't want me to come home(P1, P6) My father doesn't want to talk to me at all(P1,P11,P15,P27,P28)

Coping Mechanisms	Emotional Coping	There is nothing really we do. Just drink some good alcohol, eat a good meal (P6, P2) Mostly cry for some time (P4,P11,P21. P25,P27,P29,P30)
Future Aspirations	Marriage	I really wanted to get married and have a family. But I think that is not in our fate (P1,P2,P3,P7,P16)
	Adopt a Child	To adopt a child is not a challenge. Raising the child to see him/her turn their back at you walk away in shame is the real challenge to face (P5,P6, P9,P11,P14)

Table 2 Need for Skills enhancement Programmes

Theme	Sub theme	Narratives
Need for Skill enhancement Programmes	Importance on Skills enrichment	We like to get functional literacy by full participation in these programs (P3, P7, P12, P15, P21)
	Start a venture	We want to extend ourselves in respected vocation so that we can start new ventures. (P17,P23,P26,P30)
	Preferred Vocation	If any vocational courses are there for us then we can join (learning computer, driving, tailoring, beautician, etc.)
	Support from Government/ NGO support	We are in need of financial support for any vocation(P17,P23,P26,P30)

Table 3: Plight experienced by TGw

Theme	Sub theme	Narratives
Financial independence/ Self Dependency	Collection	We go out for collection early in the morning or in the evenings. We earn sufficient for living (P2, P3, P5, P13, P16,P17)
Lack of Job options	Sex Work	We do sex work for a living. We do not have any education. Hence no one will give us a job. And sex work gives good money (P11, P12, P14, P16, P21, P22, P25, P30)

Social participation	Job Outside	Working in an NGO is different. It gives us pride and a sense of uniqueness to disclose our identities in leading a respectable life (P1, P4, P6, P8)
Health concerns (HIV and other risk)	Reluctance for the present job of sex worker	We don't want to get involved in sex work as it leads to adverse health outcomes as HIV infection (P12, P14, P16, P21, P22)

Table 4: Challenges in participation in skill enhancement Programmes

Theme	Sub Theme	Narratives
Compromising on daily earning timings	Being the sole earner	If we go for the educational classes & skills training program, it will mar our daily earning (P11, P13,P17,P19,P22, P26,P27,P29)
Lacking family support	Facing atrocity by the police and other community stakeholders	Our difficulties lie as we don't have any family support (P12, P14, P16, P21, P22)
Need for Change in perception/ outlook	Social schemes and entitlement	Strong need to sensitize the police force so that we can lead a dignified life (P11, P14, P15, P20, P27)
	Lacking Social security	There must be some social security schemes (P1, P3, P4, P5,P10, P15,P19, P22, P25,P28)
		Need for helpline services for the care & support (P13, P17, P19, P23, P27) The participants insisted on getting an ID (P2, P8, P11, P13,P16, P22)

Table 5: Internal and external attributions of challenges:

Theme	Sub Theme	Narratives
Social Exclusion	Job discrimination	We are being discriminated at every life stage. There is a need to affirm our gender through having sex (P14,P17,P18)
Self esteem issues	Body image issues	Not having breast is a huge mental challenge to get through which is a sign of femininity (P21,P24,P26)

Sense of social responsibility	Limited access	We would like to hone our skills, lack of support from society to allow us to work and train (P6,P7,P10)
Expecting rejection	Anxieties and fears	We expect that stigma would remain like as a result of our having a minority status which may take lot many years to change (P28,P29,P30)

Discussion

The transgender community faces stigma and discrimination and therefore has fewer opportunities as compared to others. They are hardly educated as they are not accepted by the society and therefore do not receive proper schooling. Even if they are enrolled in an educational institute, they face harassment and are bullied every day and are asked to leave the school or they drop out on their own. It is because of this that they take up begging and sex work. They are forced into sex work which puts them at the highest risk of contracting HIV as they agree to unprotected sexual intercourse because they fear rejection or they want to affirm their gender through sex.

There is a need for gender affirmation that has to be incorporated in the form of counseling in our system mainly about transitioning to a third gender, which is missing in a formal system. Realizing their self-worth is very crucial for healthy transitions. Nonetheless, there is hornets' nest that is faced by the transgender in India which are as follows:

- They are shunned by family and society alike.
- They have restricted access to education, health services and public spaces.
- Till recently, they were excluded from effectively participating in social and cultural life.
- Politics and decision-making processes have been out of their reach.
- They do not have their fundamental rights.
- Reports of harassment, violence, denial of services, and unfair treatment against transgender persons have come to light (Rajkumar, 2016).

Transgender individuals replete with references to shame and shaming experiences (ranging from feeling ashamed about disclosing one's experienced gender identity, to feeling ashamed of one's natal sex, to shaming experiences of being verbally or physically abused, bullied at school or

discriminated in the work place) (Giordano, 2018). They should instead be given seats in regular institutions, thereby increasing their chances of social integration. Exclusive programmes, therefore, are needed until the hatred and prejudice towards trans-people are wiped out.

Trans-people, and particularly transwomen, have articulated their suffering is compounded by the routine indignity, inequity, discrimination, and violence that they encounter often in the context of HIV (Divan et al. 2016). According to Math & Seshadri, 2013 the various determinants which center around sexual minorities are:

Physical health: There is a need for affordable and accessible services in public and private hospitals.

Mental health: In terms of their use of highly addictive substances to adjust to emotional turmoil and have more sexual partners as part of their livelihood (Marshall et al, 2011; Cochran et al, 2002; Ramirez-Valles et al. 2008).

Social well-being: Extreme social exclusion, discrimination, stigma and atrocities diminish self-esteem and sense of social responsibility (Khan et al. 2009).

Ignorance and indifference: Trans workers are the most marginalized and are excluded from gainful employment, with discrimination occurring at all phases of the employment process, including recruitment, training opportunities, employee benefits, and access to job advancement (Suriyasarn, 2014).

Transphobic society: The need to spread awareness among health care professionals in India through proper training to provide non-judgemental care to them to prevent human rights violations and social exclusion which is a key to sustainable and equitable development.

The skill development programs are initiated to better assimilate the TGws in employment with the expectation that discrimination and the dishonor attached to being TGws fades away in the society. The specific training participants are trained on various coping skills and personality development like problem solving, decision making, critical thinking, relationship building and workplace etiquette among many other skills.

The plights of TGw community in terms of social exclusion can be assisted with more and more training programs across India to wipe out the stigma in the community. The participants should be assisted from all aspects of

building self-confidence and self-esteem necessary to face the challenges at the workplace.

Conclusion

This research was done to understand the life experiences of a transwomen in a typical Indian society. A few of the many life experiences were considered and studied their experiences regarding that. It is key to collaborate with community-based organizations such as Bengaluru's Solidarity Foundation and seek their expertise in sensitization, training, and making the workplace trans-person-friendly—whether in terms of documentation, communication or skill-building.

The study gave an in-depth understanding of their life and how they dealt with it at every stage. The challenges they faced in participation in life skills enhancement programs related to their ignorance continue to live in their fate, try to remain happy by various emotional ways of coping, an expectation of rejection, self-esteem issues that refrain them from the further struggle. There is a strong need for educating them about the availability of these programs and ensures their participation with strong will power to overcome their weakness which is the biggest challenge, considered as the never-ending war by them.

Implications

By addressing the various issues, they have undergone, gives the researcher a brief understanding about the life adversaries of a transwoman. These are the several transgender-friendly measures to help integrate the marginalized community into mainstream society. The present research will also serve as a reason to understand everyone in a better way and do their bit to spread awareness about social acceptance in the society and to educate the people about the suffering the queer gender go through because of the society's ignorance.

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Occupational Stress and Professional Burnout among College Teachers

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Abstract

The present study was carried out in Haryana state. Total sample constituted of 50 college teachers including 25 male and 25 female. The study was conducted to examine occupational stress and professional burnout among college teachers and to find out their relationship. Professional burnout was taken as dependent variable and socio-personal variables were independent variables. Occupational stress was taken as psychological variable. Interview schedule was developed to gather information on socio-personal variables. Occupational Stress Index developed by Srivastava and Singh (1984) was used to assess stress of college teachers. Maslach Burnout Inventory (1992) was used to assess professional burnout. Professional burnout is a type of psychological stress. Burnout is a psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who work with other people in some capacity. On the basis of standard deviation, three categories of occupational stress and professional burnout were computed- low, moderate and high. Results revealed that majority of college teachers experienced moderate level of occupational stress and professional burnout. Results further revealed that male and female teachers were at par in occupational stress and professional burnout. Correlation coefficients were computed between overall occupational stress and aspects of professional burnout and overall professional burnout of teachers. Results indicated that overall occupational stress was significantly positively correlated with emotional exhaustion, depersonalization, reduced personal achievement and overall professional burnout. Regression analysis indicated that occupational stress is strong predictor of professional burnout.

The research findings have a scope of reducing professional burnout by decreasing the occupational stress.

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Keywords

Occupational stress, professional burnout, college teachers, Haryana

Introduction

Occupational stress is stress related to one's job or occupation. The causes could be unexpected responsibilities and pressures that do not match with a person's knowledge, skills or expectations individuals are unable to cope (WHO 2015). Research has shown that stress can become a serious health problem and 75% of diseases are mainly caused by stress (Devi and Dav-jar, 2001). Teaching profession also comes under the array of stress and hence making it more demanding and challenging everyday (Hepburn and Brown, 2001; Johnson et al. 2005).

Burnout is a type of mental and emotional stress. Occupational burnout is characterized by exhaustion, lack of enthusiasm, feelings of ineffectiveness, frustration, and it results in inefficiency at workplace. (Ruotsalainen et al., 2014).

Continuous stress may lead to strain and makes the individual to burnout at his or her workplace which further leads to job dissatisfaction. Burnout is basically a response to persistent emotional stress – which is seen in the form of fatigue, unhappiness, aggression, and anger. This condition is due to mental fatigue among teachers. A more extreme long-term effect of teachers' stress is burning out syndrome (Freundenberg and Golub 1987).

Emotional exhaustion is the first sub-dimension of burnout. When individuals feel that they are emotionally exhausted, they feel exhausted both physically and emotionally and as a result do not want to do anything. The second sub-dimension is depersonalization. When depersonalization occurs, people develop a negative, insensitive, or excessively detached response to other people, who are usually the recipients of one's service. Reduced personal accomplishment is the last sub-dimension of burnout. People feel inefficacious and an increasing sense of inefficaciousness occurs. It is a decline in one's feelings of competence and successful achievement in personal work (Maslach and Leiter, 1997).

Maslach and Leiter (2005) reported that burnout is an unending condition and can be an important crisis in one's life, it is more than being upset. This condition is a kind of illness that results in psychological depression from which it is difficult to recover. It has symptoms like other psychological illness including discomforting exhaustion, disappointment, anger, sense

of ineffectiveness, and failure. This condition shatters both personal and social functioning.

In the present study occupational stress and professional burnout among college teachers was assessed and relationship between occupational stress and professional burnout was also examined. It was assumed that there will be strong relationship between occupational stress and professional burnout.

Methodology

Locale of the study and sample selection

The present study was carried out in Haryana state. Fifty college teachers, including 25 male and 25 female teachers, working in Govt. and Private Colleges in Haryana state were selected through personal contacts. Hence, sample selection was purposive.

Measures and Method for Data Collection

A questionnaire was prepared to collect information on personal variables. Occupational Stress Index developed by Srivastava and Singh (1984) was used to assess stress of college teachers. This scale has 46 items, each to be rated on five point scale (never, seldom, sometimes, mostly and always), out of which 28 items were true keyed and 18 items were false keyed. For true keyed items scores were 1 to 5 and for false keyed items, scores were 5 to 1. Total scores were computed for stress. Total stress scores could range from 46 (minimum) to 230 (Maximum). Level of stress was categorized as low, moderate and high on the basis of standard deviation.

Maslach Burnout Inventory (1992) was used to assess professional burnout. This inventory has a total of 22 statements (7 for emotional exhaustion, 7 for depersonalization and 8 for reduced personal accomplishment). A score of 0 could be given for 'never', 1 for 'a few times per year', 2 for 'once in a month', 3 for 'a few times per month', 4 for 'once a week', 5 for 'a few times per week' and 6 for 'everyday'. Scores were computed separately for emotional exhaustion, depersonalization and reduced personal accomplishment. Total score was also computed for overall over all professional burnout. Levels of professional burnout were categorized as low, moderate and high on the basis of standard deviation. Age of respondents ranged from 35 years to 55 years, with mean 42.1 years.

Results and Discussion

Level of occupational stress and professional burnout among college

teachers:

As shown in Table 1, regarding occupational stress, 70.0% teachers experienced moderate level of stress, 20.0% teachers experienced high and only 10.0% teachers experienced low level of stress.

Table 1 further depicts that, majority of college teachers (60.0%) experienced moderate level of professional burnout, 24.0% experienced high and only 16% teachers experienced low level of professional burnout.

Table 1: Occupational stress and professional burnout among college teachers (n=50)

Variables	Level		
	Low <i>f</i> (%)	Moderate <i>f</i> (%)	High <i>f</i> (%)
Occupational stress	05 (10.0)	35 (70.0)	10 (20.0)
Professional burnout			
i) Emotional exhaustion	08 (16.0)	31 (62.0)	11 (22.0)
ii) Depersonalization	09 (18.0)	26 (52.0)	15 (30.0)
iii) Reduced personal accomplishment	07 (14.0)	33 (66.0)	10 (20.0)
iv) Overall professional burnout	08 (16.0)	30 (60.0)	12 (24.0)

Regarding different aspects of professional burnout, majority of college teachers experienced moderate level of emotional exhaustion (62.0%), depersonalization (52.0%) and reduced personal accomplishment (66.0%). This was followed by high and low level.

It can be interpreted from these findings that majority of teachers experienced moderate level of occupational stress and professional burnout.

Sex-wise comparison of occupational stress and professional burnout among teachers

Occupational stress and professional burnout among college teachers was compared on the basis of sex of the respondents using independent sample t-test. Occupational stress, overall professional burnout and aspects of professional burnout were taken as dependent variables and sex of the college teachers was taken as independent variable. As depicted in the Table 2, there were no significant differences in occupational stress of male and female teachers. Also, there were no significant differences in professional burnout of male and female teachers.

Table 2: Sex-wise comparison of occupational stress and professional

burnout among college teachers

	Male (n=50)	Female (n=50)	t-values
	Mean±SD	Mean±SD	
Occupational stress	120.42±19.76	129.36±21.69	1.12
Professional burnout			
v) Emotional exhaustion	16.00±3.71	17.29±3.41	0.75
vi) Depersonalization	12.06±3.32	13.60±2.94	1.30
vii) Reduced personal accomplishment	33.74±3.14	33.39±4.14	0.41
viii) Overall professional burnout	61.80±6.42	64.28±11.24	1.21

It can be concluded that male and female college teachers were at par in occupational stress and professional burnout.

Correlations between occupational stress and professional burnout

Correlation coefficients were computed between occupational stress and aspects of professional burnout and overall professional burnout of college teachers. Separate analyses were run for male and female respondents and for total sample. As depicted in Table 3, there emerged significant moderate correlations between occupational stress and professional burnout aspects, r values ranged from 0.41 (emotional exhaustion) to 0.49 (overall professional burnout), $p < 0.01$.

Table 3: Correlations between occupational stress and professional burnout (n=50)

Professional burnout	Occupational stress		
	Male	Female	Total sample
Emotional exhaustion	0.41**	0.45**	0.43**
Depersonalization	0.47**	0.48**	0.47**
Reduced personal accomplishment	0.44**	0.46**	0.45**
Overall professional burnout	0.48**	0.46**	0.49**
Significant at ** $p < .01$ level of significance			

It can be interpreted from these results that there is positive relationship between occupational stress and professional burnout.

Regression analysis to predict impact of occupational stress on professional burnout

The results of linear regression analysis predicting professional burnout

among college teachers is presented in Table 4. Results revealed significant interaction between professional burnout and occupational stress ($r=0.65^*$) which indicated that occupational stress is strong predictor of professional burnout ($F =984.1$).

Table 4: Linear regression between occupational stress and professional burnout

Occupational stress	B	SEB	β	t-value	Total adjusted R2	F-value
Step I Occupational stress	221.30	00.62	00.65	2941	0.62	984.09

These results show that occupational stress is strong predictor of professional burnout. There a scope of reducing professional burnout by decreasing the occupational stress.

Discussion

Results of the present study revealed that majority of college teachers experienced moderate level of occupational stress.

These findings get support from the existing literature. Pandey and Tripathy (2001) in a study on stress among teachers reported that teachers experienced stress to a considerable degree. In another study, Singla (2006) found that teachers were highly stressed as compared to the employees from other professions. Kaur (2011) reported that teachers faced high amounts of stress during teaching and handling students. In relation to teachers working in the universities of south India, Reddy and Poornima (2012) reported that majority of teacher’s experienced moderate and high levels of occupational stress. In a more recent study, Punia and Balda (2016) also found that majority of teachers in five cultural zones of Haryana experienced moderate level of occupational stress.

Majority of teachers experienced moderate level of emotional exhaustion, depersonalization and reduced personal accomplishment and moderate level of overall professional burnout.

These results get support from the findings of Shukla and Trivedi (2008). These authors reported that average level of burnout was found in the emotional exhaustion and personal accomplishment, while a low level of burnout in the depersonalization dimension. In another study, Reddy and

Poornima (2012) reported that majority of the university teachers experienced moderate level of professional burnout due to emotional exhaustion, depersonalization, personal accomplishment. High level of professional burnout was experienced by 14 to 18 per cent of university teachers due to depersonalization, reduced personal accomplishment, professional burn-out dimension as a whole and emotional exhaustion. Punia (2016) also reported similar findings. This reflects the fact that the teachers of today are feeling exhausted not just physically but emotionally too.

Although not significantly different, female college teachers experienced slightly higher occupational stress as compared to male teachers.

That female teachers experienced higher occupational stress than male teachers, the reason could be that women have dual responsibility at home and at workplace. Most of the time, they are busy in multi-tasking. Added responsibility could be one of the reasons for stress. These findings get support from the results of study conducted by Singla (2006) on the occupational stress among employees from different careers. The author reported that females were more stressed as compared to their male counterparts. While, contradictory results are reported by Aftab and Khatoun (2015). These authors reported that male teachers experienced more occupational stress than their female counterparts.

Results revealed no significant differences in professional burnout of teachers on the basis of their sex.

These results get support from previous research studies conducted in India and abroad (e.g., Shukla and Trivedi, 2008; Adikola, 2010, Punia, 2016). These authors reported that burnout is present in teachers in varying degrees irrespective of their sex.

Results also revealed that there existed positive relationship between occupational stress, and various dimensions of professional burnout and overall professional burnout.

It can be interpreted from these findings that higher the stress among the teachers, higher was the professional burnout. Regression model also revealed that stress is predictor of professional burnout. These results are in line with previous studies.

Reddy and Poornima (2012) conducted a study on occupational stress and professional burnout of university teachers. Results revealed that all the aspects of occupational stress were positively correlated to all the dimensions of the professional burnout - emotional exhaustion, depersonaliza-

tion, reduced personal accomplishment and overall professional burnout.

In another study Ali and Parveena (2015) indicated positive relationship between professional burnout and occupational stress. Occupational stress had positive correlation with emotional exhaustion, depersonalization, and lack of personal accomplishment. Similar findings have been reported by Punia (2016).

Conclusion and Suggestions

Majority of college teachers in the present research study experienced moderate level of occupational stress and professional burnout. Thus, it is important that teachers should be able to identify the signs of stress and should accept one's weakness to cope with stress, only then they will be able to cope up with stress.

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