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Achievement of Students in Higher Secondary School Leaving Certificate Examinations in Mizoram with Reference to Academic Streams and Types of Management

Lalrempuii*
Lalhmasai Chuaungo**

Abstract

Higher secondary education is a stage where the future and the career of the students are shaped and moulded. High achievement at this stage greatly paves a bright way for their life ahead. The study aims to find out the achievement of students in the Higher Secondary School Leaving Certificate (HSSLC) Examinations held during 2011 to 2016 in Mizoram in terms of academic streams and management of schools. Accordingly, the investigators analyzed the results of the HSSLC Examinations conducted by the Mizoram Board of School Education (MBSE) in terms of (i) Academic Streams i.e. Arts, Science and Commerce; and (ii) Management of Schools namely Government Schools, Deficit Schools and Private Schools. Results were statistically analyzed through percentages. It was found that (i) students achieved better results in the last three years than the previous three years; (ii) students belonging to commerce stream have higher achievement than those belonging to arts stream and science stream; (iii) deficit schools had the highest pass percentage as compared to private schools and government schools.

Key words: Achievement, Higher Secondary School Leaving Certificate Examinations, Academic Streams, Types of Management.

Introduction

Higher secondary education implies the stage of education that comprises classes XI and XII. A ten-year school education is followed by a two year higher secondary education that provides specialized courses of studies in classes XI and XII. Based on performance in High School Leaving Certificate Examination, students enter higher secondary stream for their last two years of schooling before college. At this stage, the

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students are provided with general and vocational courses in conformity with their aptitudes and abilities. Education at this stage is divided into two streams " Academic (which consists of Arts, Science and Commerce) and Vocational.

At the higher secondary level of education, two main functions of education, i.e. individual and social functions converge. At the individual level, higher secondary education empowers and prepares youth for life in respects such as personal development, preparation for the labour market and training for higher cognitive functioning. As part of its social function, it advances human and social capital for nation building, redistributes income and wealth and alleviates income poverty. Its development can, therefore, greatly contribute towards acquiring global competiveness and achieving the millennium development goals.

Higher secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Since it is a stage where the future and the career of the students are shaped and moulded, it is important for the students to attain a high percentage of marks in Higher Secondary School Leaving Certificate (HSSLC) Examinations. The HSSLC Examinations in Mizoram have been conducted by Mizoram Board of School Education (MBSE) since 1997. The investigators are curious to know the level of achievement of students in these important examinations conducted during the last several years. Although analysis of HSLC examination results has been done by several researchers, analysis of HSSLC examination results is not common among researchers particularly in Mizoram. Hence, the investigators decided to analyse the achievement of students in HSSLC examinations during the last six years through analysis of the results. They were also interested to analyse the HSSLC examination results in terms of academic streams and management of schools. With these things kept in mind, the present study was undertaken.

1.0. Objectives of the Study

The present study was conducted with the following objectives:-

1. To analyze the overall achievement of students in the Higher Secondary School Leaving Certificate (HSSLC) Examinations for six consecutive years i.e. 2011 to 2016.
2. To analyze the achievement of students in the Higher Secondary School Leaving Certificate (HSSLC) Examinations for six consecutive years i.e. 2011 to 2016 in terms of Academic Streams i.e. Arts, Science and Commerce.
3. To analyze the achievement of students in the Higher Secondary School Leaving Certificate (HSSLC) Examinations for six consecutive years i.e. 2011 to 2016 in terms of management of schools.

2.0. Methodology of the Study

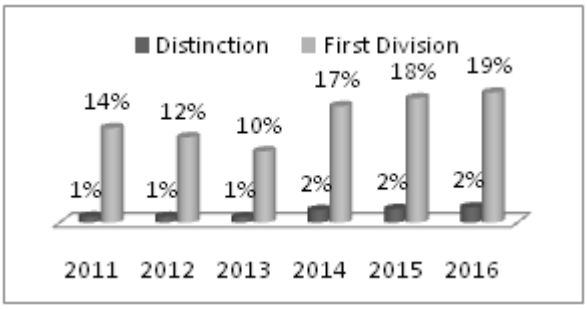
The present study was concerned with analysis of the results of students in Higher Secondary School Leaving Certificate Examinations conducted by Mizoram Board of School Education (MBSE) during the years 2011 to 2016. Result books of the Higher Secondary School Leaving Certificate (HSSLC) Examinations during 2011 to 2016 were collected from Mizoram Board of School Education. Data in the result books were tabulated and presented in the form of figures in accordance with the objectives of the present study. After calculating the percentages, data were analyzed and interpreted in terms of academic streams of studies and types of management of the higher secondary schools.

Analysis of Data and Findings

Overall Achievement of Students in the HSSLC Examinations 2011-2016

During the years 2011-2016, 42328 students passed the examinations out of which 632 were placed in Distinction, 6511 in First Division, 13865 in Second Division and 21320 in Third Division and the overall pass percentage was 69. Meanwhile, 1838 students were given compartmental chance and 18842 students failed the examinations. For better understanding, the classification of results especially the Distinction Division and the First Division is presented in percentages in figure 1 below:

Figure – 1: Year – wise Achievement of Students in Distinction and First Division in HSSLC Examinations 2011 to 2016



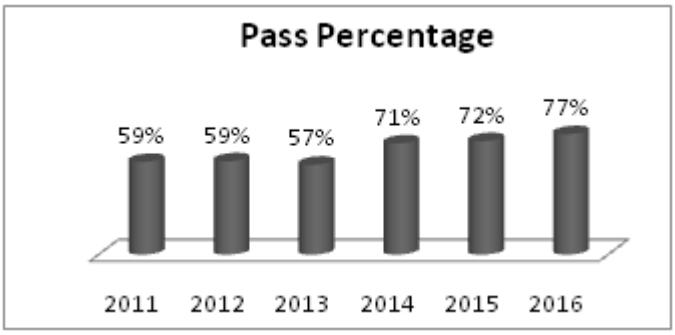
With regards to the category of divisions particularly the Distinction Division, only 1 per cent of the students attained the Distinction division in 2011, 2012 and 2013 but the percentages increased to 2 since 2014 till 2016. Therefore, it can be seen that there has been a slight improvement over these last three years in terms of achievement of students in Distinction Division.

In 2011, 14 per cent of the students achieved First Division but there were slight downturns in 2012 and 2013 when the percentages went down to 12 and 10 respectively. However, gradual improvements were seen in 2014, 2015 and 2016 when the percentages went up to 17, 18 and 19 respectively. Therefore, a major leap can be seen in the achievement of students in First Division in the HSSLC Examinations during the last three years.

Achievement of Students in HSSLC Examinations 2011 to 2016 in terms of Academic Streams i.e. Arts, Science and Commerce

Achievement of Arts Students: Majority of higher secondary school students belongs to Arts Stream and the enrolment of students has been increasing each year. There were 6454 students in 2011, 8256 in 2012, 7363 in 2013, 8731 in 2014, 7612 in 2015 and 8923 in 2016. However, in the HSSLC Examinations, all the students on the roll did not appear for the examinations due to absenteeism and expulsion. The achievement of students has also increased during the years although there has been a slight downturn. The following figure represents the pass percentages in the HSSLC (Arts) Examinations during these six years:

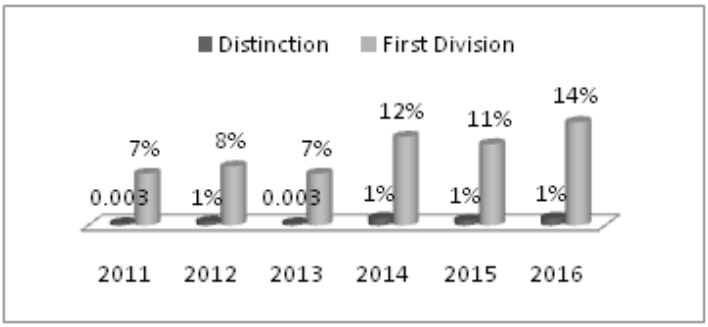
Figure – 2: Pass Percentage in HSSLC (Arts) Examinations during 2011 to 2016



As seen in Figure–2, the pass percentages of students in the HSSLC (Arts) Examinations during 2014 to 2016 were much better than 2011 to 2013. Hence, improvements can be seen in the last three years. The pass percentages of HSSLC (Arts) Examinations in 2011 and 2012 were both 59. It was lowest in 2013 when it was only 57 per cent and it became higher from 2014 onwards. The pass percentage rose to 71 in 2014, 72 in 2015 and reached 77 in 2016 which is remarkable.

The achievement of students in the HSSLC (Arts) Examinations during 2011 to 2016 in terms of classification of results is presented in the following figure with special reference to Distinction Division and First Division:

Figure –3: Year – wise Achievement of Arts Students in Distinction and First Division in HSSLC Examinations 2011 to 2016

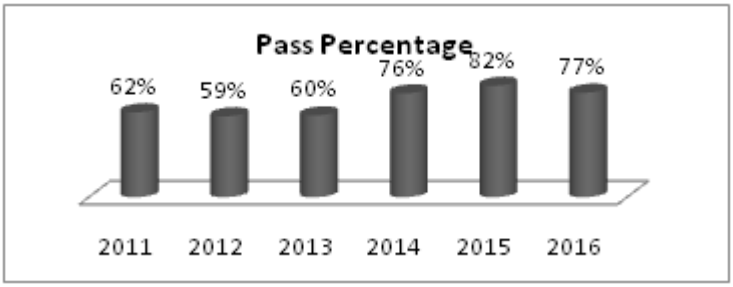


With regards to Distinction Division, 0.003 per cent of the Arts students attained the Distinction division in 2011. There was a slight improvement in 2012 with 1per cent of the students achieving the Distinction Division. It fell down again to 0.003 per cent in 2013 and rose to 1 per cent in 2014 which remained till 2016.

The percentages of Arts students who achieved First Division were 7 in 2011, 8 in 2012 and again 7 in 2013. There was a rise-up to 12 per cent in 2014, a slide-down to 11 per cent in 2015 and again a commendable increase to 14 per cent in 2016. Thus, the above figure clearly indicates that Arts students at higher secondary level achieved much better in the last three years than the previous three years.

Achievement of Science Students: Science is the second largest opted stream among the higher secondary school students of Mizoram. During the years 2011 to 2016, the number of students on the roll according to the records of MBSE was 12867 whereas the number of students appearing HSSLC Examinations was 12602. Among the 12602 candidates, 302 students were placed in Distinction Division, 2697 in I Division, 4183 and 1550 in II Division and III Division respectively. Besides, 354 students were given compartmental chance and 3516 students failed the examinations. The following figure represents the pass percentages in the HSSLC (Science) Examinations during the last six years:

Figure –4: Pass Percentage in HSSLC (Science) Examinations during 2011 to 2016



As seen in Figure 4, the pass percentages of Science students in the HSSLC (Science) Examinations during 2014 to 2016 were much better than 2011 to 2013. The highest pass percentage was 82 which was achieved in 2015. The pass percentage in 2011 was 62 which fell down in 2012 to 59 and again went up to 60 in 2013. The percentage then again rose up to 76 in 2014 and continued to increase in 2015 when it reached 82. However, 2016 saw a decline in the pass percentage which went down to 77.

The achievement of students in the HSSLC (Science) Examination during 2011 to 2016 in terms of classification of results is presented in the following figure with special reference to Distinction Division and First Division:

Figure –5: Year–wise Achievement of Science Students in Distinction and First Division in HSSLC Examinations 2011 to 2016

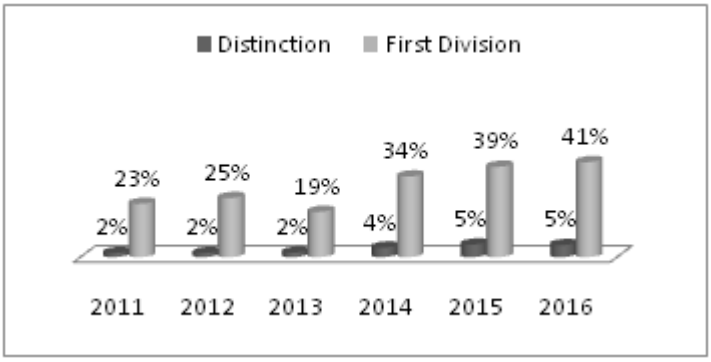


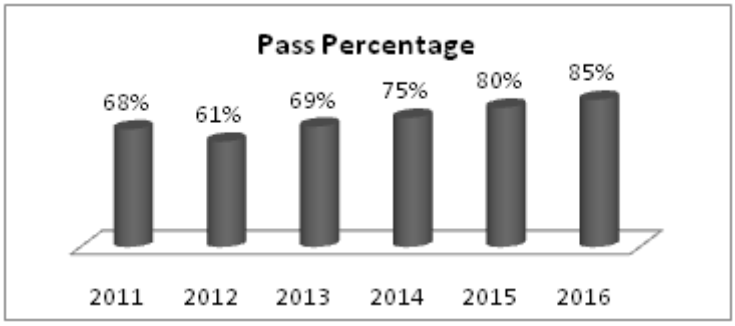
Figure-5 shows that 2 per cent of Science students attained Distinction Division in 2011, 2012 and 2013. There was improvement in 2014 with 4 per cent of the students achieving Distinction Division. Further improvement in the achievement of the students can be seen in 2015 and 2016 with a rising up of percentage to 5 per cent respectively.

The percentages of Science students achieving First Division went up year by year except in 2013 when it went down to 19 from 23 in 2011 and 25 in 2012. There was a commendable rise in the percentage of the students getting First Division from 19 in 2013 to 34 in 2014. From there, the percentages went up further to 39 in 2015 and 41 in 2016. The figure clearly portrays that students achieved much better in the last three years than the previous three years.

Achievement of Commerce Students: Fewer higher secondary school students opted Commerce as compared with Arts and Science streams. However, the pass percentage was higher than that in Arts and Science. Of the 3438 candidates for HSSLC (Commerce) Examinations held during 2011 to 2016, 2501 students passed indicating a high pass percentage of 73. Besides, 847 students failed the examination and 90 students were given compartmental chance.

The number of Commerce candidates in the Examinations was highest in 2012 and lowest in 2013. The pass percentages fluctuated but they were never lower than 61. For better understanding, the pass percentages during 2011 to 2016 are presented in the following figure:

Figure 6: Pass Percentage in HSSLC (Commerce) Examinations during 2011 to 2016



As seen in Figure-6, the pass percentage in 2011 was 68 which was quite high. However, the pass percentage fell down in 2012 to 61 and again rose up to 69 in 2013. The percentage then again went up to 75 in 2014, 80 in 2015 and further increased to 85 in 2016. The above figure shows that the pass percentages of Commerce students in the HSSLC Examinations during 2014 to 2016 were much better than 2011 to 2013. Hence, improvements in the last three years are remarkable.

The achievement of Commerce students in the HSSLC Examinations during 2011 to 2016 in terms Distinction Division and First Division is presented in the following figure:

Figure 7: Year–wise Achievement of Commerce Students in Distinction and First Division in HSSLC Examinations 2011 to 2016

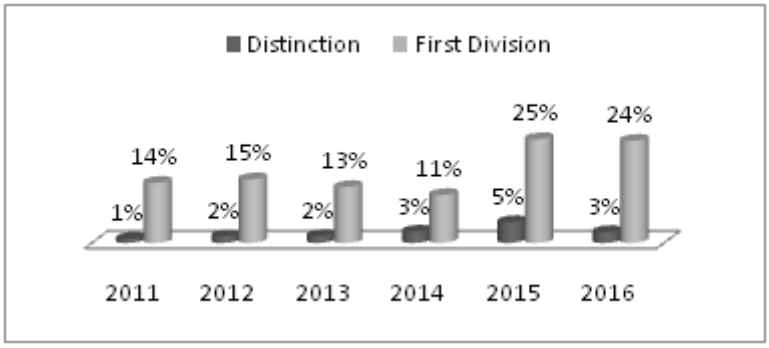


Figure-7 reveals that 1 per cent of Commerce students attained Distinction division in 2011 and the percentage moved upwards till 2015. There was a slight improvement in 2012 and 2013 with 2 per cent of the students achieving the Distinction Division. Improvement in the achievement of the students can be seen in 2014 and 2015 with a rising up of percentage to 3 and 5 respectively. However, there was a decline of pass percentage in 2016 to only 3per cent.

Regarding First Division, 14 per cent of the students achieved the Division in 2011 and the percentage continued to move upwards in 2012 with 15. It fell down in 2013 and 2014 to 13 and 11 respectively. However, a commendable improvement can be seen in 2015 when the percentage rose up to 25. But the percentage fell down to 24 in 2016.

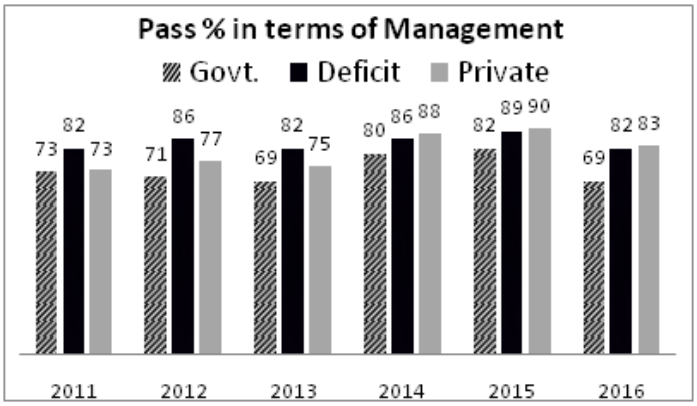
The figure clearly portrays that achievement of Commerce students was highest in the year 2015 when the percentages of students achieving Distinction and First Division were 5 and 25 respectively. Commerce students achieved much better in the last two years than the previous four years.

The results of the HSSLC Examinations in Mizoram during the years 2011 to 2016 indicate that majority of the students still struggle to get higher marks and percentages making it hard for them to get on merit lists across the colleges for higher studies. They also indicate that only a meager number of students were in Distinction Division and majority of the students were placed in Third Division. For students taking the HSSLC Examination under MBSE, the problem lies in matching up to their peers from other central education boards, such as the Central Board of Secondary Education (CBSE) and Indian School Certificate (ISC).

Achievement of Students in HSSLC Examinations 2011 to 2016 in Terms of Management of Schools

Achievement of students in HSSLC examinations 2011 to 2016 in terms of management of schools may be analyzed from the following figures:

Figure 8: Students' Pass Percentage in HSSLC Examinations during 2011 to 2016 in Terms of Management of Schools



From the above figure, it can be seen that in 2011, deficit schools had the highest pass percentage of 82 and both government and private schools had 73 per cent.

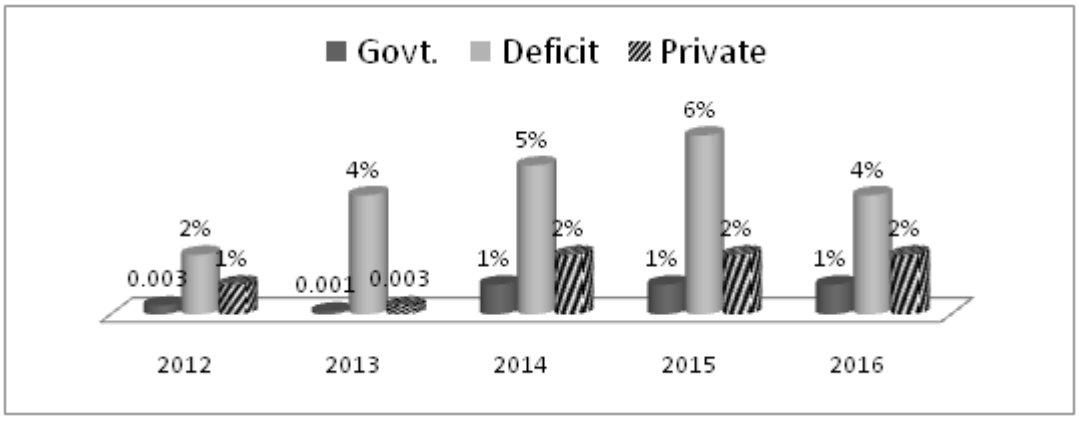
No improvement from government schools was seen in 2012 when the pass percentage went down to 71 whereas the pass percentages of the deficit schools and private schools improved with 86 and 77 respectively. Again in 2012, deficit schools had the highest pass percentage and government schools the lowest.

In 2013, deficit schools again ranked the top having a pass percentage of 82 seconded by private schools with 75 pass percentage and followed by government schools whose pass percentage went down to 69.

The years 2012 and 2013 had the same trend in the results in that deficit schools performed the best followed by private schools and government schools performed the poorest. A new trend was found when private schools superseded deficit schools by having the highest pass percentages of 88, 90 and 83 in 2014, 2015 and 2016 respectively. Second position was bagged by deficit schools with pass percentages of 86, 89 and 82 in 2014, 2015 and 2016 respectively and third position by government schools with pass percentages of 80, 82 and 69 in 2014, 2015 and 2016 respectively.

Pass percentages of students from the three types of schools were highest in the year 2015. There was a sharp decline in the pass percentage of students in 2016 from 2015 in the case of government schools. During the last five years, government school students performed poorer than students from deficit and private schools. Hence, it can be concluded that government schools need a lot of improvement so that their students may be able to match up with their peers from private and deficit schools.

Figure 9: Management-wise Achievement of Students in Distinction Division in HSSLC Examinations 2012 to 2016



The above figure illustrates that deficit schools always had the highest pass percentage in Distinction every year, private schools came second and government schools always stayed at the bottom. Deficit schools had 6 per cent of students obtaining Distinction in 2015, 5 per cent in 2014, 4 per cent in 2013 and 2016 and 2 per cent in 2012 whereas private schools had 2 per cent in 2014, 2015 and 2016; 1 per cent in 2012 and 0.003 per cent in 2013. The percentages in the case of government schools are 1 per cent in 2014, 2015 and 2016; 0.003 in 2012 and 0.001 in 2013.

In this figure, the pass percentages in 2011 were not included because no data regarding the classification of division was available.

Figure 10: Management –wise Achievement of Students in First Division in HSSLC Examinations 2012 to 2016

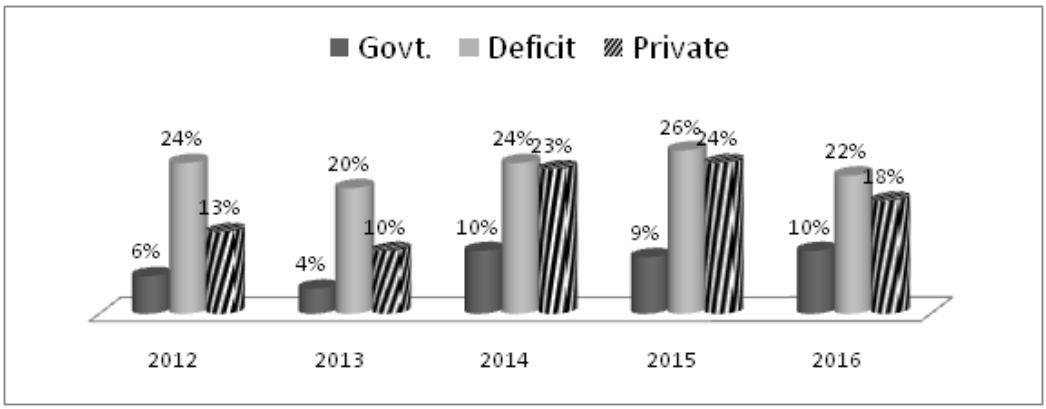


Figure-10 reveals that in terms of students' achievement of First Division in HSSLC Examinations held during 2012 to 2016, deficit schools performed the best followed by private schools and government schools performed the poorest. Deficit schools had 26 per cent of students getting First Division in 2015, 24 per cent in 2012 and 2014, 22 in 2016 and 20 in 2013 whereas private schools had 24, 23 and 18 per cents in 2015, 2014 and 2016 respectively and 13 and 10 per cents in 2012 and 2013 respectively. The percentages for government schools were 10 in 2014 and 2016, 9 in 2015, 6 in 2012 and 4 in 2013.

The biggest gap between the percentages of deficit school students and private school students securing First Division was found in 2012 when the percentage was 24 for deficit schools and 13 for private schools. The smallest gap was seen in 2014 when the percentages were 24 in the case of deficit schools and 23 in the case of private schools.

Conclusion

From the present study, it may be assumed that majority of the higher secondary school students in Mizoram were not serious enough in their studies or teaching learning

environment in the schools and the examination system itself were not conducive for students. Out of 61,629 students who appeared the HSSLC Examinations, only 1per cent managed to secure 75 per cent + (Distinction), a mere 11 per cent were placed in the First Division and 31 per cent failed the examinations. Their low percentages stood as a problem to continue higher studies as all the colleges have limited seats. Therefore, students should know that the only way to do well in the examinations is to study throughout the year and not wait till the countdown starts and for the last minute. They should be taught how to address their areas of weakness and not accumulate a backlog. The teachers should help the students not only to prepare well but also to perfect the art of presenting the information they have in the best possible manner. It is important that the students know how to write their answers in the right frame of mind.

The schools should also ask themselves about the teaching they have been providing and the steps needed to be taken in order to make students' performance in examinations better. The teachers should also regularly check their students' performance to enable them to secure higher marks in the HSSLC Examinations. It is also recommended that the schools give question banks (past question papers) to their students at the beginning of the school session so that they can practice and prepare throughout the year.

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Attitude, Attribute and Competence of ICT among the Secondary School Teachers of Aizawl District in Relation to Their Educational Qualification, Gender and Location

Lallianzuali Fanai *

Abstract

Quality of education is directly linked with the attitude of teacher. The teacher's attitude in the classroom is very important in teaching and learning process. Research studies indicate that the success of technology integration in education depends greatly upon the attitudes of the teachers and their willingness to embrace such technology. The sample of the present study consists of 800 (456 male and 344 female) secondary school teachers of Aizawl District, Mizoram .The present study indicates that level of education has positive impact on the attitude, attribute and competence; the male teachers are found to have higher attitude towards ICT than their female counterpart. It is found that there is no significant difference between the rural and the urban teachers on their attitude and competence of ICT. However, in attribute significant difference was found which is in favour of urban secondary school teachers.

Key words: Attitude, Attribute, Competence, ICT

Introduction

Quality of education is directly linked with the attitude of a teacher. An attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. It influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli). The teacher's attitude in the classroom is very important in teaching and learning process. As reported by Eagly & Chaiken (1993) humans are not born with attitudes. Therefore, it stands to reason, that they are formed at later stages of development. There are different theories that demonstrate ways in which attitudes have been formed. "At the most general level, then, we learn to like (or have favorable attitudes toward) objects we associate with 'good' things, and we acquire unfavorable feelings toward objects we associate

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with 'bad' things" (Fishbein & Ajzen,1975 p. 217). Research shows that the success of technology use in the educational settings largely depends on teachers attitudes toward technology use (Albirini, 2006, Baylor & Ritchie, 2002) and their attitudes are considered as a major predictor of the use of new technologies in the educational settings (Albirini, 2006). Since, attitude is a kind of mental processes that are thought to influence future behaviors, experiences, belief and have implications on the use of computers and the internet (Busch, 1995).

Information and communication technologies (ICT) has emerged as one of the most important aspects of human life and it has affected every aspect of school working including administration, time table, lesson delivery, project work, evaluation, examination system etc. ICT is a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. It provides the opportunity to gather, store, retrieve, process, analyze, and transmit information. Improvement and dissemination of ICT has begun to change the traditional class image (Tondeur, van Braak, & Valcke, 2007). ICT is regarded as an integral component of educational and curricular reforms. As an alternative to traditional teacher-centered classroom, it allows the formation of learner-centered classrooms (Jonassen, 1995). It has brought about changes not only in learning methods for learners, but also in the teaching approaches of teachers. Teachers' attitudes can play a significant role in the acceptance and actual use of ICT in the teaching learning process and made teaching-learning process more relevant for the learner and connected to real life. The successful utilization of technologies in the classroom depends mainly on the teachers' attitudes toward these tools (Kluever, Lam, Hoffman, Green & Swearinges, 1994). Keeping in view of the above, the present study was conducted.

Objectives of the Study

1. To study and compare the attitude, attribute and competence of ICT among the secondary school teachers of Aizawl District in relation to their educational qualification.
2. To study and compare the attitude, attribute and competence of ICT among the secondary school teachers of Aizawl District in relation to their gender.
3. To study and compare the attitude, attribute and competence of ICT among the secondary school teachers of Aizawl District in relation to their location

Hypothesis

1. There is no significant difference in the attitude, attribute and competence of ICT among the secondary school teachers of Aizawl District in relation to their educational qualification.

2. There is no significant difference in the attitude, attribute and competence of ICT among the secondary school teachers of Aizawl District in relation to their gender
3. There is no significant difference in the attitude, attribute and competence of ICT among the secondary school teachers of Aizawl District in relation to their location

Review of Related Literature

Arenz and Lee's (1989) study indicated that there was significant difference between males and females in the selection of elective computer science course. Papaioannou and Charalambous (2011) in their study explored the impact of gender on the attitudes toward ICT. They found that both male and female hold positive attitudes toward ICT with males having stronger positive attitudes than their female colleagues. Also, Volman & Van Eck 2001 and Ainley & Enger (2007) discovered that regarding gender, males have more positive attitudes toward ICT. On the other hand, Beena and Aggarwal (1994) and Reene Yadav (2015) concluded that the female teachers had more positive attitude towards computer education than the male members. However, Elsaadani (2012), study reflected that there exists no significant difference between the male and female teachers in their attitude towards ICT. In his study, Lalrinawma (2013) reflected that majority of the teacher Educators at DIET had either little competence or moderate competence in handling most of the computers functions including software installation, printer usage, basic trouble-shooting, graphic application and virus removal. Regarding the impact of location, Reene Yadav's (2015) study reveals that the teachers of urban areas showed more positive attitude than the rural areas for using ICT in education.

Research Design

The present study is a descriptive survey technique which involves the collection of primary data about subjects, by selecting a representative sample of the population or universe under study, through the use of a questionnaire.

Population and Sample

The population of the study consists of 1677 Secondary School Teachers of Aizawl District, Mizoram. The sample of the present study consists of 800 (456 male and 344 female) Secondary School Teachers of Aizawl District, Mizoram.

Table - 1

Demographic Data of Participants					
Sl. No	Variables	Details of Variables	No. of Teachers	Percentage %	Total
1	Gender	Male	456	57%	800
		Female	344	43%	
2	Educational level	Post Graduate	305	38%	800
		Graduate	495	62%	
3	Location	Rural	346	43.25%	800
		Urban	454	56.75%	

Tool

Attitude Scale towards Information and Communication Technology (ICT) in Education developed by Prof. Abdulkafi Albirini, (adapted) was used for the present study

Data Collection

The investigator personally administered the questionnaire to the male and female teachers and collected their responses. Prior to conducting the questionnaire the investigator developed a good rapport and briefly described the purpose of her work. She also asked them for their co-operation.

Statistical Analysis

Using SPSS 16.00 programme the investigator analysed 't-test' to compare the ICT Attitude, Attribute and Competence among the Graduate and Post graduate , Male and Female and rural- urban background of Secondary School Teachers of Aizawl District in Mizoram.

A Comparative Study of the Attitude, Attributes and Competence of ICT between Graduate and Post graduate Teachers in Aizawl District

Table 2 : A comparative study of the attitude, attributes and competence of ICT between graduate and post graduate teachers in Aizawl District

Categories	Group	Mean	SD	MD	SEM	T-value	Sig level
Attitude	Graduate	75.56	8.645	1.835	0.629	2.92	Significant at .01 level
	Post graduate	77.4	8.645				
Attribute	Graduate	66.26	7.441	2.214	0.523	4.23	Significant at .01 level
	Post graduate	68.47	7.024				
Competence	Graduate	37.71	11.316	1.997	0.788	2.53	Significant at .05 level
	Post graduate	39.04	10.518				

From table 2, it can be seen that there are 495 graduate teachers, and 305 post graduate teachers sampled population. The table also reveals that the 't' value for the significance of difference between the mean attitude scores of graduate and post graduate teachers of secondary schools towards ICT comes out to be 2.92 in attitude, 4.23 in attribute and 2.53 in competence. All these 't' values are found to be statistically significant at 0.01 level. A simple comparison of the attitude scores of the graduate and post graduate teachers shows that this significant difference is in favour of post graduate teachers as their mean attitude towards ICT is higher than graduate teachers' mean scores.

This finding implies that level of education has positive impact on the attitude, attribute and competence of Secondary School teachers of Aizawl Districts.

Therefore, hypotheses that there is no significant difference between the attitude, attribute and competence of secondary school teachers of ICT with respect to educational qualification is rejected.

A Comparative Study of the Attitude, Attribute and Competence of ICT between Male and Female Teachers in Aizawl District

Table 3: A comparative study of the attitude, attribute and competence of ICT between male and female teachers in Aizawl District.

Categories	Variables	Mean	SD	MD	SEM	t-value	Sig level
Attitude	Male	77.29	8.665	2.401	0.614	3.91	Significant at .01 level
	Female	74.89	8.535				
Attribute	Male	67.69	7.39	1.368	0.522	2.62	Significant at .01 level
	Female	66.32	7.257				
Competence	Male	40.11	11.138	3.822	0.773	4.95	Significant at .01 level
	Female	36.29	10.572				

A cursory glance at data vide table -3 reveals the mean of male and female sampled teachers among the Secondary School teachers in Aizawl District. Their mean scores in attitude are 77.29 for males and 74.89 for females, in attribute 67.69 and 66.32 respectively and in competence 40.11 and 36.29 respectively. The 't- values 3.91 for attitude, 2.62 for attribute and 4.95 for competence are all found to be statistically significant at 0.01 level. This finding implies that the male Secondary School teachers have higher attitude towards ICT than their female counterpart. Therefore, the hypothesis that there is no significant difference in the attitude, attribute and competence of ICT among the secondary school teachers of Aizawl District in relation to their gender is rejected.

A Comparative Study of the Attitude, Attribute and Competence of ICT between Rural and Urban Teachers in Aizawl District

Table 4: A comparative study of the attitude, attribute and competence of ICT between rural and urban teachers in Aizawl District

Categories	Group	Mean	SD	MD	SEM	T-value	Sig level
Attitude	Rural	75.67	9.033	1.041	0.625	1.67	NS
	Urban	76.71	8.394				
Attribute	Rural	66.5	7.299	1.062	0.523	2.03	Significant at .05 level
	Urban	67.56	7.38				
Competence	Rural	37.71	11.255	1.331	0.792	1.68	NS
	Urban	39.04	10.877				

A perusal of data vides table 4 shows that there are 346 rural and 454 urban sampled teachers among the secondary schools in Aizawl district, Mizoram. The table also reveals that the't' values for the significance of difference between the mean scores of rural and urban teachers of secondary schools are 1.67 for attitude, 2.03 for attribute and 1.68 for competence in ICT. Further, it was found that there is no significant difference on ICT attitude and competence but significant difference was found at 0.05 levels in the case of attribute. This finding implies that there is no significant difference between rural and urban teachers of Secondary Schools on their attitude and competence of ICT. However, in attribute, significant difference was found which is in favour of urban secondary school teachers.

Therefore, the hypotheses that there is no significant difference in the attitude, attribute and competence of ICT among the secondary school teachers of Aizawl District in relation to their location is partly rejected and partly accepted.

Implication of the Study

1. Educational level and gender have impact on the attitude, attribute and competence of ICT among the Secondary School Teachers of Aizawl district.
2. The higher the level of education there is improvement in their attitude, attribute and competence in ICT.
3. This study also implies that male have better knowledge and skills in ICT than their female counterpart.
4. The place of work of teachers does not have much impact in ICT. This means that technology has reached the unreached areas.

The findings of the present study are very important for the improvement of teachers to understand their role, to change their attitude or to attain positive attitude towards Information and Communication Technology. To boost the attitude, it is essential to introduce novelty in methods of teaching and in teaching practices. It is highly hoped that through the investigation, teachers' views for Information and Communication Technology would be improved and known.

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According to **Gandhi**, the 7 **sins** are :

wealth without works,

pleasure without conscience,

knowledge without character,

commerce without morality,

science without humanity,

worship without sacrifice

and politics without principle.

~Jimmy Carter

Concerns of Secondary Education in Mizoram

L.V. Zodinpuii *
B. B. Mishra**

Abstract

The twin problems of wastage and stagnation are universal phenomena of education system in India. These phenomena spread over all levels of education, in all parts of the country and across all the socio-economic groups of population. There are also regional and location wise variations. The children living in remote rural areas and urban slums are more vulnerable than their counterparts living in urban areas. Further, the drop-out and stagnationrates are much higher for educationally backward states and districts.These twin problems are serious problems in the state of Mizoram due to the fact that the state has accepted education as an important means of development of people and of the state. This article is based on an empirical research conducted during 2010-13 focussing on magnitude and causes of wastage and stagnation in the secondary schools of Mizoram. In the present research, an attempt was made to reveal the physical, social and economic causes of the twin problems for which data were collected from drop-out and stagnated students, their parents, teachers, head masters and community leaders using questionnaires specifically designed and developed for the purpose keeping the Mizo society in view, and study of specific cases. The study revealed that wastage and stagnation are serious problems both in urban and rural areas of the state and multiple factors are responsible for such state of affairs which need to be addressed.

Key Words: *Wastage, Stagnation*

Introduction

Drop-out (wastage) and stagnation (failure) are universal phenomena of education system in India. These phenomena spread over all levels of education, in all parts of

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the country and across all the socio-economic groups of population. There are also regional and location wise variations. The children living in remote rural areas and urban slums are more vulnerable than their counterparts living in urban areas. Further, the drop-out and stagnation rates are much higher for educationally backward states and districts. Girls in India tend to have higher drop-out and stagnation rates than boys. Similarly, children belonging to the socially disadvantaged groups like scheduled castes, scheduled tribes and some minor communities have the higher drop-out and stagnation rates in comparison to general population. Failure to complete secondary education causes serious implications for the individuals as well as for the society. It results in negative outcome for the individuals and widens social and economic inequalities already in existence. As such it is desired that wastage at all stages of education should be reduced to zero and efficiency of education system to be improved to the maximum. The educational planners need to understand and identify the social groups that are more susceptible to drop-out and stagnation, and the reasons for which empirical research support is required. Besides, they must be given proper education. It is a great matter that the nation is aspiring for universalisation of secondary education. All maladies on the way of this endeavour have to be addressed and the cherished goal has to be achieved at the earliest.

Mizoram is a small state having a total population of 10, 91,014 with female population of 5, 38,675 and male population of 5, 52,339 according to 2011 (P) Census of India. The literacy rate of the state stood at 91.58%.By 30th September, 2012, there were 584 high schools in all the eight districts of the state irrespective of management type. There were 38,870 students (in classes IX and X) in these schools with 19,598 boys and 19,272 girls. There were 4,414 teachers out of which 2,859 were males and 1,555 females. The teacher-pupil ratio stood as 1:9. These figures indicate that Mizoram has a better structure of secondary education in comparison to other states of India. In spite of such concerted efforts there are the problems of wastage and stagnation at secondary and higher levels of education in the state which are of concern.

High voltage advertisements along with Face Book chatting, sex and crime related scenes in modern pictures and electronic media have tremendously influenced the behaviour of vulnerable adolescents throughout our country. Unprotected sexual activities have created many unwanted results such as teenager's pregnancy, abortions, unmarried motherhood, prostitution, rape, murder, HIV, STD etc. Mizo adolescents are not exception of such impacts.

Secondary education is stated to be the education for the adolescents as elementary education is described to be the education for children and higher education for adults. Adolescence is the most crucial period of human life. An educational influence at this

adolescent stage has lifelong implications. For this, secondary education is considered to have the *golden master-key* for upward mobility in every sphere of life. These years are remarked to be *"make or break"* period of one's life. Every nation stands on the pillars of education. These pillars have to be strong as a weak pillar can offer only weak support.

Mizoram as a North Eastern state has many problems. The human resources of the state may be its assets or liabilities. All depends upon the quality of education that would be offered in the educational institutions. This study was undertaken in order to reveal the causes of wastage and stagnation in the secondary schools of Mizoram and their probable solutions. Data for the study were collected during 2012 - 2013.

Objectives of the Study

The study was conducted with the following objectives in view:

1. To find out the magnitude of wastage at secondary education level with reference to gender of students and locale of schools in Mizoram.
2. To find out the magnitude of stagnation at secondary education level with reference to gender of students and locale of schools in Mizoram.
3. To find out the problems causing wastage at secondary education level in Mizoram.
4. To find out the problems causing stagnation at secondary education level in Mizoram.
5. To conduct case studies on drop-out and stagnated students to reveal the causes of wastage and stagnation.
6. To examine the feelings and suggestions of male and female drop-out and stagnated students, their parents, teachers, headmasters and community leaders in urban and rural areas to check wastage and stagnation in secondary schools of Mizoram.

Methodology Adopted

Research Approach and Sample:

Descriptive survey approach was followed for the present study. The study was a mixed type i.e. both qualitative and quantitative in nature. Data were collected from both primary and secondary sources. For the sample of the study, secondary schools were selected as the basic units and other sample units such as Drop-outs, Stagnated students, Parents, Teachers, Headmasters, Community leaders and specific cases were

selected subsequently. The sample of the study constituted of 50 urban high schools and 50 rural high schools. 100 drop-out boys, 100 drop-out girls, 100 stagnated boys, 100 stagnated girls, 50 headmasters, 50 science teachers, 50 arts teachers, 50 male parents of drop-outs, 50 female parents of drop-outs. 50 male parents of stagnated students, 50 female parents of stagnated students and 50 community leaders were selected from both urban and rural areas separately. Besides, 16 unique cases (8 from urban and 8 from rural areas) were selected for in-depth analysis of the causes of their drop-out and stagnation. The secondary sources used for collection of relevant information were official reports, records and documents.

Tools and Techniques used:

The following tools were developed for collection of data for the study.

1. General information sheet for revealing the magnitude of wastage and stagnation which was to be responded by the headmasters with reference to the school records.
2. A questionnaire for the drop-outs and stagnated students, parents of drop-outs and stagnated students, teachers, headmasters, and community leaders with 60 probable problems relating to the causes of wastage and stagnation at secondary education level in Mizoram.
3. A questionnaire for the drop-outs and stagnated students, parents of drop-outs and stagnated students, teachers, headmasters, and community leaders with 20 questions to assess their feelings and suggestions for checking drop-out and stagnation at secondary education level in Mizoram.

The two questionnaires as mentioned above at serial numbers 2 and 3 were having different direction sheets suitable to the subjects but the items were same. Further, the two questionnaires were also used as interview schedules for the drop-outs, stagnated students, parents and community leaders who were not able to properly read and write.

Data Collection

Data were collected through personal visits to the selected schools and through personal approach to the selected subjects. The headmasters of the selected schools were approached personally to extend all possible co-operations in selecting the subjects and in providing the relevant information. Thus all categories of subjects were contacted personally and data were collected after establishing rapport with the subjects individually. The data relating to wastage and stagnation in the schools were collected through a general information sheet from the headmasters of the schools and school

records. It may be noted that Government of Mizoram, School Education Department in its notification number A.23022/2/2003-EDN dated 22nd June, 2010 had restructured the classes of the schools and class VIII has been merged in Middle Schools. This has become effective from the academic session 2010-11. Since the scope of the study was the whole state of Mizoram and it was expected to take time for data collection from the sampled schools, in order to have uniformity, the data of five academic sessions 2004-2005 to 2008-2009 were collected. During the period under study i.e. 2004-2009, class VIII was in the secondary schools for which the data relating to the same class were collected.

Major Findings of the Study

A. On Status of Wastage and Stagnation

- In Mizoram there is no gender discrimination by the parents in admitting their children in schools for education and they give equal emphasis for education of both male and female children.
- During the period under study (2004-2009), 974 (6.68%) students had dropped out from the sampled urban schools in class VIII, the number of boys was 578 (7.32%) and the number of girls was 396 (5.45%). In class IX, 779 (6.60%) students had dropped out, the number of boys was 461 (7.80%) and the number of girls was 318 (5.40%). Similarly, 757 (7.90%) students had dropped out in class X, the number of boys was 394 (8.49%) and the number of girls was 363 (7.35%). The percentage of boys' drop-out during the five sessions across different classes varied from 6.38 in class IX during the session 2008-09 to 10.61 in class X during the session 2007-08. The percentage of girls' drop-out during the 5 sessions across different classes varied from 4.41 in class IX in the year 2005-06 to 8.93 during the same session. Except in the year 2005-06 in class X, the boys dropped out more in comparison to girls. Though there is no definite trend in the rate of drop-out among boys and girls, the overall drop-out rate is found to be less during the session 2008-09.
- During the period under study, 940 (12.44%) students had dropped out from the sampled rural schools in class VIII, the number of boys was 511 (13.23%) and the number of girls was 429 (11.60%). In class IX, 597 (10.48%) students had dropped out, the number of boys was 315 (10.85%) and the number of girls was 282 (10.11%). Similarly, 550 (10.53%) students had dropped out in class X, the number of boys was 273 (10.43%) and the number of girls was277 (10.64%). The percentage of boys' drop-out during the five sessions across different classes

varied from 8.61 in class X during the session 2005-06 to 14.57 in class VIII during the session 2007-08. The percentage of girls' drop-out during the five sessions across different classes varied from 4.41 in class IX in the year 2005-06 to 8.93 during the same session. Except in the year 2005-06 in class X, the boys dropped out more in comparison to girls. Like urban secondary schools, though there is no definite trend in the rate of drop-out among boys and girls in rural secondary schools, the overall drop-out rate is found to be less during the session 2008-09 for classes VIII and X. But for class IX, the overall drop-out rate was highest in the year 2008-09.

- No definite trend in the rate of drop-out was found in the study. However, except few sessions of some classes, the drop-out rate was significantly higher in rural areas.

- During the period under study, 2826 (19.37%) students had stagnated in the sampled urban schools in class VIII, the number of boys was 1412 (19.27%) and the number of girls was 1414 (19.47%). In class IX, 2267 (19.21%) students had stagnated, the number of boys was 1143 (19.33%) and the number of girls was 1124 (19.08%). Similarly, 1381(14.42%) students had stagnated in class X, the number of boys was 697 (15.02%) and the number of girls was 684 (13.86%). The percentage of stagnated boys during the five sessions across different classes varied from 13.91 in class X in the year 2004-05 to 22.16 in class VIII in the year 2006-07. The percentage of stagnated girls during the 5 sessions across different classes varied from 11.74 in class X in the year 2008-09 to 23.23 during the session 2004-05. No definite trend in the rate of stagnation is revealed in the urban secondary schools.

- During the period under study, 1452 (19.21%) students had stagnated in the sampled rural schools in class VIII, the number of boys was 751 (19.45%) and the number of girls was 701 (18.96%). In class IX, 1064 (18.69%) students had stagnated, the number of boys was 531(18.29%) and the number of girls was 533 (19.10%). Similarly, 1637 (31.35%) students had stagnated in class X, the number of boys was821 (31.37%) and the number of girls was816 (31.34%). The percentage of stagnated boys during the five sessions across different classes varied from 16.58 in class IX during the session 2005-06 to 36.97 in class X during the session 2007-08. The percentage of stagnated girls during the five sessions across different classes varied from 16.76 in class VIII during the session 2008-09 to 32.84 in the same year. Like urban secondary schools, there is no definite trend in the rate of stagnated among boys and girls in rural secondary schools.

- Thus, drop-out and stagnation in the secondary schools were serious problems both in urban and rural areas of Mizoram.

B. On Perceptions of Different Respondents relating to Causes of Wastage and Stagnation

- There was no consensus among the various categories of respondents, both in urban and rural areas, relating major/minor/negligible problems/causes of wastage and stagnation in secondary schools of Mizoram.
- Out of the 60 probable problems/causes included in the study all the 12 categories of respondents recognized unemployment of educated youth of the society and improper study habits of students as major problems; and corporal punishment in the schools, overage of students and alcoholic addiction of students as negligible problems in urban secondary schools. In rural secondary schools unemployment of educated youth of the society was recognized as a major problem by all categories of respondents.
- Distance of the school from home, communication barrier in attending the school, lack of school building, and lack of adequate classrooms, unattractive school environment, lack of proper sanitation, uninteresting school curricula, no parents' teachers meeting, overcrowded classrooms, frequent absence of teachers, teachers' unfavourable attitude towards low achievers, burden of home task, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, burden of school fees, burden of providing dresses/uniforms, continuous illness of students, association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy of students, disliking for some teachers and fear for examination were considered as negligible/minor problems by all categories of respondents in urban as well as rural secondary schools.
- In urban secondary schools lack of playground, lack of play materials, too much stress on theory but less in practical, difficulty of some subjects, shortage of teachers, insincerity of teachers, lack of teaching aids, too much involvement in social activities, apathetic attitude of the society towards education, lack of parents' education, lack of parents' interest and attitude, lack of guidance of the parents, engagement in taking care of small children at home, lack of study facilities at home, poor economic condition of the family, supplementing the income of the family, burden of providing study materials, financial problem to provide tuition facilities, early marriage, untimely indulgence in love affairs, failure, no specific ambition, low aspiration and medium of instruction (English)

being difficult were recognized as major problems by one or more category of respondents. Shortage of teachers and drug addiction of the parents were perceived as negligible/minor problems by all categories of respondents in urban schools.

- In rural secondary schools lack of playground, lack of play materials, too much stress on theory but less in practical, difficulty of some subjects, shortage of teachers, lack of teaching aids, too much involvement in social activities, apathetic attitude of the society towards education, lack of parents' education, lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parent, step mother, step father, engagement in taking care of small children at home, lack of study facilities at home, poor economic condition of the family, supplementing the income of family, helping parents in profession, burden of providing study materials, financial problem to provide tuition facilities, association with bad peer group, early marriage, untimely indulgence in love affairs, failure, no specific ambition, low aspiration, improper study habits and medium of instruction (English) being difficult were recognized as major problems by one or more category of respondents. Insincerity of teachers, teachers' unfavourable towards low achievers, burden of home task, burden of school fees, burden of providing dresses/uniform and drug addiction of the parents were perceived as negligible/minor problems by all categories of respondents in rural schools.

C. On Case Studies

- As revealed from the case studies, in case of urban boys, the serious causes of wastage and stagnation were found to be unattractive school environment, too much involvement in social activities, their early marriage, drug addiction, lack of motivation in studies, effects of broken family, ill treatment of drunkard father, and poverty.
- In case of urban girls, the serious causes were found to be their involvement in love affairs, elopement, pregnancy, early marriage, lack of motivation in studies, helping in household works, and poverty.
- As revealed from the case studies, the serious causes of wastage and stagnation in case of rural boys were unattractive school environment, sarcastic behaviour of teachers and headmasters, lack of adequate teachers, frequent absence of teachers, insincerity of teachers, too much involvement in social activities, lack of motivation in studies, divorce of parents, fear for the examination, and poverty.

- In case of rural girls, the serious causes of wastage and stagnation were found to be distance of the school from home, unattractive school environment, uninteresting school curricula, sarcastic behaviour of teachers and headmasters, over age, their involvement in love affairs, elopement, pregnancy, early marriage, lack of motivation in studies, helping in household works, and poverty.

D. On Feelings and Suggestions of Different Respondents for addressing the problems of Wastage and Stagnation

Majority of all categories of respondents, both from urban and rural areas, expressed that:

- It was necessary to educate all the children.
- They felt pity on those who could not complete at least secondary school education.
- School students should have limited involvement in social activities in the interest of their studies.
- School students should have limited involvement in religious activities in the interest of their studies.
- Age limit for joining social organisations such as YMA, KTP, TKP, etc should be raised in the interest of their education and it should be above 16 years.
- Mizo society should have vigilant eye on the teenagers sitting idle at house/just roaming around the street.
- Free nature of Mizo society had adverse effect on children.
- No girl child should be allowed to get married even if she had an illegitimate child accidentally until and unless she completes her secondary education.
- The parents should educate their wards relating sex/marriage and raise their morale.
- It was high time that parents/guardians should pay proper attention for the studies of their wards at home.
- In case of divorce, both the parents, particularly one having stable income, should be responsible and have the right to take care of the children, including education, instead of the prevalent system of claim only by the paternal side in Mizo society.
- Social, political and religious leaders should try to reform some traditions and practices in the Mizo society for the interest of children's education.

- Due to lack of adequate and suitable amusement centres such as parks, indoor/ outdoor stadium, cinema halls and other recreation centres the adolescents got frustrated. So, such provisions should be made available.
- There was necessity of strengthening and proper functioning of Parent- Teacher Association in all the secondary schools.
- Hostel facilities in secondary schools would help in addressing the wastage and stagnation among secondary school students.
- There was necessity of regular and proper supervision of secondary schools.
- Award of stipends to needy students would check wastage and stagnation.

Conclusion

A problem is a problem, whether it is major/ minor/ negligible; whether it causes wastage and/or stagnation for one individual/ group of individuals/ majority of individuals. The objective of education is both individual and social which implies to have development of society through the development of individual members. As such, every future citizen should be made efficient to play a constructive role in society/ nation building. Mizoram, being a small state, should not deprive a single child from getting quality secondary education. All maladies should be addressed by appropriate organisations and all concern should extend cooperation for this purpose. If right steps are not taken at right time, Mizoram may lose its present status of one of the first developing states of the country.

Students should dream, have realistic aspiration, develop intrinsic motivation, and put maximum effort coping with all difficulties that come on their way to make their ambitions fulfilled and to make their future life enjoyable and colourful.

Who can be the best well wishers of the children other than their parents? They should take note of the societal condition, dream for their children, provide all best possible scope for the education of their wards, and sacrifice as far as possible in the interest of their children. They should understand their role from right prospective to make the future of their children bright.

Mizo society is a well organised one in which NGOs including the church play key role not only in socialising the child but also in inculcating socio-cultural values. Every Mizo is a member of such organisations. The leaders of NGOs need to critically think about the problems and take appropriate decision. Besides, the NGOs should think of opening hostels for the needy students who dropout from the schools due to their poor financial conditions and other socio-cultural reasons. NGOs also can take measures in identifying and providing counselling to the wayward students.

In the schools teachers along with headmasters can play important role in checking wastage and stagnation. They can exert their influence on wayward students, can report their parents, can take remedial classes and can refer the students for counselling. Adolescence education should also be strengthened at the secondary school level.

Educational planners and administrators are required to take cognizance of the scenario and plan the educational system of the state so that wastage and stagnation in secondary level of education comes to zero. For this purpose they should make the syllabi interesting, incorporate co-curricular activities, ensure regular supervision and monitoring, open hostels, and provide stipends/scholarships to deserving and needy students.Simultaneously, sincere and dedicated teachers should be rewarded by the society and government as well. It is hoped that all concern would deliver their best in the interest of the future generations. Serious commitment is required by everyone and at everywhere.

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Do more than belong : participate

Do more than care : help.

Do more than believe : practice.

Do more than be fair : be kind.

Do more than forgive : forget.

Do more than dream : work

~ *William A Ward*

A Profile of Science Promotion Wing, Department of Science and Mathematics, SCERT, Mizoram

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Abstract

As globalization becomes a reality, it has become clear that India must remain in the forefront of technological innovation in the work place in order to become and remain competitive. Being one of the states of the country, Mizoram also has the duty to have scientifically and technologically literate workforce, trained both to work with sophisticated equipment and also to develop new technologies. Science education, beginning at an early age, is essential if we are to achieve this. The present study is a profile of the oldest and till today one of the most important agents for the promotion of science education till higher secondary stage in the state: The Science Promotion Wing of the SCERT, Gov't. of Mizoram. The study covers the status of this wing, its activities and achievements for a period of fifteen years from 1999 to 2015 and also highlights certain vital facts about the beginning and the reason for the setting up of a science promotion wing in Mizoram.

Key words: Science education, Science Promotion**,** Science Promotion Wing

Introduction

Several years after struggling with insurgency, Mizoram was established as a Union Territory of India in the year 1972. Education, especially science education, was one of the worst casualties with almost no infrastructure or teachers. Thus, it was considered important to have a special department with the sole purpose of developing science in the state. At that time, the government of Mizoram had just signed an agreement with UNICEF to improve and reorganize the teaching of science at the school stage. The Science Promotion Wing was set up as a separate department under

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the Directorate of School Education as per the dictates of the Government of India. It was initially headed by a Science Promotion Officer, later on designated as Deputy Director in the year 1988.

Initially, the Wing operated almost entirely with the help of funds received from the UNICEF. The Project, intended to strengthen science education at the elementary stage was immediately carried out in 50 primary as well as 30 middle schools. At present the Science Promotion Wing is attached to SCERT as the Department of Science and Mathematics. It proudly continues to be the main promoter of science and mathematics throughout the state of Mizoram armed with certain objectives that include reviewing science curriculum on a regular basis as well as to equip science and mathematics laboratories for practical and demonstration purposes as well as other vital objectives.

Allocation of Funds to Science Promotion Wing:

After the UNICEF project was terminated, the state government continued to extend financial support to the Science Promotion Wing on a yearly basis. This has enabled the wing to carry on its work to promote science education at the school level throughout the state.

Table-1 shows that the state government had been steadily increasing its financial support to the Science Promotion.

Table-1
State Allocation for Science Promotion Wing (1987-2015)

Year	Budget (in lakhs)		Actual Expenditure (in lakhs)	
	Plan	Non-Plan	Plan	Non-Plan
1987 - 1988	8.1	10.73	8.1	10.73
1988 – 1989	9.35	8.8	9.27	8.52
1989 – 1990	10.57	8.8	9.62	8.02
1990 – 1991	37.2	7.95	35.33	7.31
1991 – 1992	26.6	7.7	26.6	6.97
1992 – 1993	18	8.72	15.08	12.49
1993 – 1994	15.75	9.87	14.9	8.29
1994 – 1995	5.2	14.1	6.54	11.73
1995 – 1996	9	16.2	7.6	15.26
1996 – 1997	25.5	15.84	11.7	14.04

1997 – 1998	16.5	15.85	15.08	12.28
1998 – 1999	15.5	16.2	16.57	11.65
1999 – 2000	19	16.7	19.63	14.17
2000 – 2001	27.5	20.05	23.57	12.05
2001 – 2002	11.55	21.25	26.47	11.97
2002 – 2003	15.5	21.25	16.49	13.63
2003 – 2004	23.5	14.25	23.14	13.78
2004 – 2005	32.31	15.2	30.94	12.32
2005 – 2006	21.5	16.7	22.03	15.34
2006 – 2007	35.3	17.1	29.69	15.22
2007 – 2008	58.8	28.6		
2008-2009*	-	-	-	-
2009-2010	62.1	62.9	56.18	53.93
2010-2011	62.1	70.4	60.52	68.31
2011-2012	59.7	90.3	67.71	68.01
2012-2013	68.7	114.9	64.34	82.24
2013-2014	68.7	96.2	68.73	97.19
2014-2015	76.3	117.45		

**** Copy of Demands for Grant, Govt. of Mizoram for 2008-2009 not available during on-site visit.***

Staffing

The Wing was taken care of by a total of 15 staff. The placement of staff during the time this investigation was made is reflected in table-2.

Table-2
Staffing Position in Science Promotion Win

Designation	Post(s) sanctioned	Post(s) filled	Vacancies
Deputy Director	1	1	-
Science Consultant	3	3	-
Programmer	1	1	-
Assistant Programmer	1	1	-
Projectionist	1	1	-

Computer Operator	1	-	1
Laboratory Assistant	1	1	-
Laboratory Attendant	1	1	-
Laboratory Bearer	1	-	1
Science Supervisor	2	2	-
Ministerial Staff	2	2	-
Peon	2	2	-
Driver	1	1	-
Total	18	16	4

Source: SCERT annual reports

Programmes and Activities for Science Promotion Wing

Although the UNICEF project is no more, the Science Promotion Wing continues to make the scientific dreams of youngsters in Mizoram a reality. Some of the major activities carried out in order to implement the objectives of the Science Promotion Wing have been listed under the following heads:

Training of Science and Mathematics Teachers

Trainings were considered even more vital for teacher development since the adoption of CBSE syllabus from session 2001. Table-3 reflects the status of training programmes conducted by the Science Promotion Wing for a period of 10 years (1999 to 2010).

Table-3
Training Progammes for Secondary School Science and Mathematics Teachers Organised by the Science Promotion Wing (1999-2015)

Training of Secondary school Science and Mathematics Teachers							
Year	**No of Programs Organised**		**Duration (In Days)**		**No. of Participants**		
	Science	**Math**	**Science**	**Math**	**Science**	**Math**	**Total**
1999-2000	1	2	10	10	45	83	128
2000-2001	2	3	5	5	80	95	175
2001-2002	-	-	-	-	-	-	-

2002-2003	1	1	3	5	245	38	283
2003-2004	-	-	-	-	-	-	-
2004-2005	-	-	-	-	-	-	-
2005-2006	2		15	-	120		120
2006-2007	-	-	-	-	**Not specified**		200
2007-2008	-	-	-	-	**Not specified**		200
2008-2009	-	-	-	-	**Not specified**		200
2009-2010	No record in annual report						
2010-2011	3	1	9	2	123	126	249
2011-2012	No record in annual report						
2012-2013	**Not specified**				**Not specified**		
2013-2014	**Not specified**				**Not specified**		
2014-2015	3	2	12	8	**Not specified**		

As shown by Table-3, the Science Promotion Wing had been diligently organizing training programs for science and mathematics teachers. But may be due to lack of funds, the training programmes had not been organized every year. Besides this, the number of science teachers and mathematics teachers was not specified in some years. So the investigator could not be sure whether the same number of science and mathematics teachers received training or not.

Table-4
Training Programs for Middle School Science and Mathematics Teachers Organized by the Science Promotion Wing (1999-2015)

Training of Middle School Science and Mathematics Teachers							
Year	**No of Programs Organized**		**Duration**		**No. of Participants**		
	Science	**Math**	**Science**	**Math**	**Science**	**Math**	**Total**
1999-2000	1		10		44		44
2000-2001	-	**Not specified**		4		154	154
2001-2002	-	-	-	-	-	-	
2002-2003	1		1		70		70
2003-2004	-	-	-	-	-	-	

2004-2005	-	-	-	-	-	-	
2005-2006	1		1		50		50
2006-2007	-	-	-	-	-	-	
2007-2008	-	-	-	-	-	-	
2008-2009	-	-	-	-	-	-	
2009-2010	-	-	-	-	-	-	
2010-2011	No record			200+	126	326+	
2011-2012	No record in annual report						
2012-2013	**Not specified**			**Not specified**			
2013-2014	**Not specified**			**Not specified**			
2014-2015	3	2	12	8	**Not specified**		

Source: SCERT Annual Reports

As shown by Table-4, it was clear that the Science Promotion Wing had also been giving training to middle school science and mathematics teachers. But this training was not has not been given on a yearly basis as reflected in the annual reports.

Supply of Science Kits and Science Equipment

As shown by Table-5, which shows the number of schools that were covered within a period of fifteen years (2000-2015), middle schools have been largely ignored for the last ten years. But especially since 2011, the Wing has supplied these much needed equipment to 100 high schools every year and 15 higher secondary schools every year.

Table-5
Supply of Science Kits and Science Equipment by the Science Promotion Wing

Supply of Science Kits and Science Equipment									
Year	**Middle schools**			**High Schools**			**Higher Secondary Schools**		
	Schools supplied	**N**	**%**	**Schools supplied**	**N**	**%**	**Schools supplied**	**N**	**%**
1999-2000	-	-	-	-	352		-		
2000-2001	385	1377	27.9	108	283	38.16	10	10	100
2001-2002	-	-	-	-	370		-		
2002-2003	-	-	-	-	409		-		

2003-2004	-	-	-	-	443		-	18	
2004-2005	-	-	-	All			All	16	100
2005-2006	-	-	-	327	502	65.13	12	25	48
2006-2007	-	-	-	200	508	39.37	15	22	68.18
2007-2008	-	-	-	200	502	39.84	15	25	68.18
2008-2009	-	-	-	100	521	19.19	10	27	37.03
2009-2010	-	-	-	-	-		-	30	
2010-2011		-			100			16	
2011-2012		-			100			15	
2012-2013		-			100			15	
2013-2014		-			100			15	
2014-2015		-			100			15	

Source: SCERT annual reports

Organisation of Science Exhibitions

In order to develop scientific temper in students the wing has been organizing a state level science exhibition, sponsored by NCERT, New Delhi and Science Technology and Environmental Council, Mizoram, since the last 30 years. The winner of this exhibition is sent to represent the state at the national level science exhibition. The number of Science exhibitions organized by the Science Promotion Wing and the number of participants for a period of ten years is revealed in Table-6.

Table-6
Science Exhibitions Organised by the Science Promotion Wing (1999-2015)

Year	Organisation of Science Exhibitions					
	No of Science Exhibition Organised		Duration (in days)		No. of Participants	
	State	National	State	National	State	National
1999-2000	1	-	3		120	
2000-2001	-	-	-	-	-	-
2001-2002	-	-	-	-	-	-
2002-2003	1	1	3	5	-	69
2003-2004	-	-	-	-	-	-

2004-2005	1	-	1		70	-
2005-2006	1	-	2	-	67	-
2006-2007	1	-	3	-	25	-
2007-2008	1	-	3	-	9 HS and 7 HSS (No of participant not specified)	
2008-2009	1	-	3	-	90	-
2009-2010		-		-	-	-
2010-2011	1	-	3	-	9 HS and 7 HSS (No of participant not specified)	
2011-2012	1	1	-	-	Not recorded	Not recorded
2012-2013	1	1	-	-	Not recorded	Not recorded
2013-2014	1	1	-	-	Not recorded	Not recorded
2014-2015	1	1	-	-	Not recorded	Not recorded
Total	**7**	**1**	**18**		**372**	**69**

Source: SCERT annual reports

A look at Table-6 reveals that the Science Promotion Wing has been organizing science Exhibitions almost on a yearly basis. But only a total of 372 students had so far participated within the years under study minus the years where the number of participants was not recorded.

Eastern India Science Fair

A look at table-7 showed that even Mizoram had been taking part in science fairs at the national level. But throughout the years, not more than 25 students were able to participate in the science fairs. A small total of only 170 students during a period of 15 years was hardly enough for the state.

Holding of Science Seminar

The Science Promotion Wing in collaboration with Birla Industrial and Technological Museum, Kolkata, has been organizing a district and state level science

seminar every year. The best performer in the said seminar is recommended for participation in the National Level Science Seminar, New Delhi. Table-7 highlights the number of programmes organized along with the number of participants for a period of ten years.

Table-7
Participation in Eastern India Science Fair Organised by Birla Industrial and Technological Museum, Kolkata (1999-2015)

Year	Eastern India Science Fair			
	No of Programs Organised	Duration (in days)	No. of Participants	
			Students	Teachers
1999-2000	1	5	20	5
2000-2001	-	-	-	
2001-2002	-	-	-	
2002-2003	1	5	20	5
2003-2004	-	-	-	
2004-2005	1	5	20	5
2005-2006	1	5	20	5
2006-2007	1	-	20	
2007-2008	1	5	25	1
2008-2009	-	-	-	
2009-2010	1	5	20	
2010-2011	1	5	25	2
2011-2012	1	Not recorded	Not recorded	Not recorded
2012-2013	1	Not recorded	Not recorded	Not recorded
2013-2014	1	Not recorded	Not recorded	Not recorded
2014-2015	1	Not recorded	Not recorded	Not recorded
Total	**12**	**-**	**170**	**23**

Source: SCERT annual reports

A look at Table-8 reveals that indeed The Science Promotion has been arranging Science seminars on a yearly basis although there were years when there was no report of science seminars. The last five years since 2011 showed that the wing has continued this tradition but no proper record has been maintained as shown in the annual reports.

Table-8
Science Seminars Organised by the Science Promotion Wing (1999-2015)

Year	Holding of Science Seminar								
	No of Programs Organised			Duration			No. of Participants		
	District	State	National	District	State	National	District	State	National
1999-2000	1	1	-	1	1	-	-	8	-
2000-2001	-	-	-	-	-	-	-	-	-
2001-2002	-	-	-	-	-	-	-	-	-
2002-2003	1	1	-	1	1	-	40	9	-
2003-2004	-	-	-	-	-	-	-	-	-
2004-2005		2	1	-	-	1	-	11	1
2005-2006	1	1	-	-	1	-	-	9	-
2006-2007	-	-	-	-	-	-	-	-	-
2007-2008	-	1	1		1	1	-	-	1
2008-2009	-	1	-	-	1	-	-	14	-
2009-2010	-	1	-	-	1	-	-	16	-
2010-2011	Not specified								
2011-2012	Not specified								
2012-2013	Not specified								
2013-2014	Not specified								
2014-2015	Not specified								
Total	**3**	**8**	**2**	**2**	**6**	**2**	**40**	**67**	**2**

Source: SCERT annual reports

Cash Awards

The School Education Department has a provision of cash award as incentive to meritorious students of primary, middle and high school students for their proficiency in science and mathematics. The award is based on their performance in board examination at PSE, MSLC, and HSLC and promotion examination of class VIII and IX. Table-9 gives a detail of the number of students who have received cash awards during the years 1999 to 2010.

Table-9
Numbers of Students Given the Cash Awards by the Science Promotion Wing (1999-2015)

Year	Numbers of Students Given Cash Awards
1999-2000	225
2000-2001	297
2001-2002	-
2002-2003	212
2003-2004	-
2004-2005	206
2005-2006	217
2006-2007	-
2007-2008	240
2008-2009	240
2009-2010	232
2010-2011	241
2011-2012	Not specified
2012-2013	Not specified
2013-2014	Not specified
2014-2015	Not specified
Total	**1849**

A look at Table-9 reveals that The Science Promotion Wing had been organizing cash awards for its meritorious students almost on a yearly basis. This award has been continued even after the year 2010 since the present year, i.e 2015 but no record of the number of students who have received the award has been written in the annual reports.

Improvement and Establishment of Science Laboratories

The Wing, depending on the availability of funds, provides fund to schools to build their science laboratories and furniture. However, there have been years when no school was assisted as no separate fund was allocated by the state government, to the wing for this purpose. But no clear data is available on this.

Computer Education

The wing established a computer cell in 1989 with a view to create computer awareness in students. This cell has been coordinating CLASS (Educational Technology and Computer Literacy and Studies in Schools) project under CSS and computer in schools under NEC Shillong. However, with the initiation of a separate department of Information and Communication Technology in the year 2004, this responsibility has now been lifted off its shoulders.

Centrally Sponsored Scheme for Improvement of Science Education in Schools

This Centrally Sponsored Scheme for Improvement of Science Education in Schools, introduced in Mizoram since 1987-88 had the following components:

a) **Provision of Science Kits and Equipments and library books to Schools**: The Science Promotion Wing reserves certain funds under the Centrally Sponsored Scheme to provide better scientific equipment to schools. Besides this, library books are also supplied with a view to broaden the students' outlook. Table-10 provides a detail of schools covered within the year 1999-2000 after which details of fund utilization was not written in any of the records.

Table-10

No. of Schools Given Science Equipment by the Science Promotion Wing

Year	Science Kits	Science Equipment	Library Books
	Middle Schools	High & Higher Secondary Schools	High & Higher Secondary Schools
1999-2000	210	129	129

b) **Organisation of Training Programme for Science and Mathematics Teachers of various Categories of Schools in Mizoram under the Scheme**: The Centrally sponsored scheme also covered the training of teacher but a detailed account was not made available through the annual report of achievements.

Conclusion

The yearly reports revealed that although the Science Promotion Wing was doing its best to promote science education, it has not expanded much in terms of student activities and incentives. Considering its important role in the overall development of the state, it would be worthwhile for the state government to give more opportunities and incentives for this Wing to fill up vacant posts, perform better in its activities and generally strive to make science education at the school level as progressive as possible.

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"People who succeed have momentum. The more they succeed, the more they want to succeed, and the more they find a way to succeed. Similarly, when someone is failing, the tendency is to get on a downward spiral that can even become a self-fulfilling prophecy."

- Tony Robbins

Just as iron rusts from disuse, even so does inaction spoil the intellect.

~ Leonardo da Vinci

Academic Achievement of Mission Higher Secondary School Students of Aizawl City in Relation to Their Learning Styles

Ruatpuii Chhangte *

Abstract

In this study the influence of learning style on academic achievement of the mission higher secondary schools were examined. Systematic random sampling is used for the present study. A sample of 194 students from mission higher secondary schools was selected. The investigator found that majority of the students' level of academic achievement is average and below average. It was also found that the mostly used learning style among mission higher secondary school students within Aizawl city is verbal reproducing and the least used learning style is figural reproducing. The study revealed that there is no relationship between academic achievement and learning style.

Key words: Academic achievement, Mission higher secondary school students, Learning styles.

Introduction

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. It means knowledge attained and skill developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both. Academic achievement can be measured by with the help of tests, verbal or written of different kinds, since academic achievement is the criterion for selection, promotion or recognition in various walks of life its importance cannot be ignored.

Many people recognize that each person prefers different learning styles and techniques. Everyone has a mix of learning. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right or wrong mix.

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One can develop ability in less dominant styles, as well as further develop styles that one already used well.

The term learning style refers to the view that different people learn information in different ways. In recent decades, the concept of learning styles has steadily gained influence. Grasha (1996) has defined learning style as, 'Personal qualities that influence a student's ability to acquire information to interact with peers and the teacher, and otherwise particular in learning experiences.'

Students learn in diverse ways, each of them has their own different styles or preferences in the way they recognize and process information. Every one has a different learning style and learns better through different means. Learning style refers to an individual's characteristic way to respond to certain forces in the instructional environment. The preferred manner in which a student learns best, retains and expresses information is known as his/her learning style. By recognizing and understanding one's own learning style, one can use techniques better suited to him/her. This improves the speed and quality of learning and so also the academic performance.

Learning style refers to the way one internally represents experiences and recalls or processes information. The present study will measure the six learning styles namely- Enactive Reproducing, Enactive Constructive, Figural Reproducing, Figural Constructive, Verbal Reproducing and Verbal Constructive. Their operational definitions are as follows-

1. ***Enactive Reproducing***: It indicates one's preference for action based on concrete experiences. The emphasis is on imitation and practice. It is reproduction oriented.
2. ***Enactive Constructive***: It indicates the preference for conceptualizing one's experiences based on the processing of enactive information.
3. ***Figural Reproducing***: It refers to one's preference for visual experiences related to making diagrams, charts, pictures, maps and photographs. The emphasis is on imitation and practice. It is reproduction oriented.
4. ***Figural Constructive***: It refers to the preference for processing of figural experiences which will lead to conceptualizations.
5. ***Verbal Reproducing***: It refers to written or spoken information related to subject matter communicated through words.
6. ***Verbal Constructive***: It refers to the preference for reflective, accommodative and abstract thinking about subject matter so as to develop conceptualizations.

Significance of the Study

Student's academic performance is a matter of concern to educators, parents and students themselves. The ways in which an individual characteristically acquires, retains and retrieves information are collectively referred to as his learning style (Felder and Henriques, 1995). Unfortunately, the manner in which children acquire the information to perform well academically is too often ignored.

There have been many attempts made to enhance student's academic achievements. It has always been the main concern of many dedicated teachers and parents that their students and children be as much successful as possible. Often, one's learning style is identified to determine strengths for academic achievement. The concept of learning styles reminds us that our students are lindeed different and helps us become more sensitive to difference in their behavior. (Kauchak & Eggen, 1998)

In this globalised world, a typical learning situation is no longer restricted to the talk and chalk method. It should be noted that individual have different learning styles, characteristics, strengths and preferences in the way individual takes in and process information. Knowing students learning styles can help in various ways to enhance learning and teaching. The diversity in teaching and learning styles has beginning to gain mare attention as many studies match their preferred learning styles. It is indeed vital for teachers to have awareness of their learner's needs, capacities, potentials and learning style preferences for effective classroom teaching and learning in this fast growing world. With little empirical knowledge about the relationship of learning styles and students academic achievement, the need for research in this area is not timely, but imperative. In the present educational system more and more importance is given to the performance of students in their academic and related activities. Knowledge of factors affecting their performance will help the teacher to create a favourable environment for improved performance.

Objectives of the Study

The objectives of the present study are as follows:-

(i) To find out the level of academic achievement of mission higher secondary school students within Aizawl city.

(ii) To find out if there is any significant difference between the academic achievement of the mission higher secondary school boys and girls within Aizawl city.

(iii) To find out the level of learning styles applied by mission higher secondary school students within Aizawl city.

(iv) To find out if there is any significant difference between the learning styles of mission higher secondary school boys and girls within Aizawl city.

(v) To find out whether student's academic achievement is associated with their learning style or not.

Hypotheses of the Study

(i) There is no significant difference between the academic achievement of mission higher secondary school boys and girls within Aizawl city.

(ii) There is no significant difference between the learning style of mission higher secondary school boys and girls within Aizawl city.

(iii) There is no correlation between the learning style and academic achievement of mission higher secondary school students within Aizawl city.

Operational Definitions of the Terms Used

The following are the operational definitions of the different terms used in the present study:-

Academic Achievement:- Academic achievement in the present study refers to the performance of the students in the school examination.

*Mission Higher Secondary School***:-** Mission higher secondary school here refers to the higher secondary schools established and managed by different Christian denominations.

Delimitation of the Study

Though it is an ideal to study all the students of the mission higher secondary school students, due to the limitation of time the investigator confined her studies only on the class XII arts students of the mission higher secondary schools within Aizawl city.

Review of Related Literature

Considerable attention has been given and a number of studies have been conducted to investigate the learning style and academic achievement of the students. Following are some of the studies which have been conducted in different parts of the country at different times:-

Verma and Sharma (1987) concluded that the group of independent learning style students is significantly better than the group of independent learning style's students so far as achievement in Social Science is concerned.

Cano (1999) studied the relationship between learning style, academic major and academic performance of college students of the Ohio state University. His findings

indicated that learning style does positively influence on academic achievement in the college of food, agriculture and environmental science.

Abidin, Abdullah and Singh (2011) studied 'Learning Styles and overall Academic Achievement in a Specific Educational System' and a total number of 317 students participated in this survey study. The main findings revealed that there was significant difference in students' overall academic achievement and showed the majority of students surveyed have multiple learning styles or a combination of different learning styles and as such they are able to learn effectively.

Safa (2012) revealed that learning style preference had no significant relationship with academic performance.

Gappi (2013) conducted a study on 'Relationship between Learning Style Preference and academic performance of students'. The results of his studies showed that there was no significant effect of gender, age and academic performance on the learning style preferences of the students. Based on the result, there was no statistical significant correlation between the academic achievement and the learning style preferences of the students.

Hemalatha (2013) observed that there exist positive relationship among all dimensions of learning styles and overall academic achievement in chemistry. His studies also revealed that academic achievement of college students hold relationship with their learning styles.

Methodology

Method of Study

Since the present investigation aimed at studying the relationship between academic achievement and learning styles of mission higher secondary school students, it belongs to a descriptive survey method of study.

Population

The population of the study consisted of all the class-XII, art stream students of mission higher secondary schools within Aizawl city, Mizoram.

Sample

The sample consisted of 194 (90 boys and 104 girls) who were selected randomly by following systematic random sampling technique from the population.

Tools Used

The tools used for the study were-

(1) The permanent record of the sample student's latest examination result and

(2) Learning style inventory prepared by Karuna Shankar Misra.

This inventory consisted of 42 statements about learning style. The respondents were required to read each of the 42 statements and think how much preference they give to the given learning behaviour by putting a tick mark on 5 alternatives, viz, very much, much, average, less and very less.

Data Collection and Scoring Procedure

The investigator personally visited the institutions selected for the study and took the permission in advance from the head of each institution and the teacher in charge of the needed samples for the administration of the test. Then the investigator explained clearly about the tests, and also ensured the students the confidentiality of their responses and its use for the research purpose only. After establishing the rapport, the tests papers (Learning Style Inventory) were distributed to the sample students. The students took an average of 35 minutes to complete the test and return the test booklets.

Then, the last examination result i.e. first terminal examination 2013 result was taken from the class teachers of the selected samples from the permanent result record of each class.

Statistical Techniques Used

The collected data were analyzed with the help of mean, standard deviation. Z-score, t-value and scattered diagram.

Analysis of Data

The data collected with the help of the tools described earlier were subjected to statistical treatment to find out descriptive statistical components. The samples were divided on the basis of two levels of sex (boys and girls).

Table 1: Means and Standard Deviations of the Mission Higher Secondary Schools Students within Aizawl City.

Sl. No	Learning styles	Means	Standard deviation
1	Enactive reproducing	22.92	3.52
2	Enactive constructive	22.29	4.47
3	Figural reproducing	22.07	4.44
4	Figural constructive	20.22	4.64
5	Verbal reproducing	23.01	4.19
6	Verbal constructive	22.46	4.09

The above table tells that the highest mean score is found in verbal reproducing with a mean score of 23.01, the second highest mean score is in enactive reproducing (22.92), the third highest score is in verbal reproducing (22.46), followed by enactive constructive (22.29). The second lowest mean score is found in figural reproducing(22.07) and the lowest mean score is in figural constructive.

Table 2: Number of Students (frequency) and Percentage on each of the Levels of Academic Achievement and Learning Styles

Sl. No	Grade and level of academic achievement and learning style	No of students		Percentage	
		Academic achievement	Learning style	Academic achievement	Learning style
1	A (Extremely high)	5	8	2.58	4.12
2	B (High)	7	10	3.61	5.15
3	C (Above average)	13	20	6.7	10.31
4	D (Slightly above average)	39	44	20.1	22.69
5	E (Average/moderate)	45	36	23.2	18.56
6	F (Slightly below average)	45	26	23.2	13.4
7	G (Below average)	31	33	15.98	17.01
8	H (Low)	6	10	3.09	5.15
9	I (Extremely low)	3	7	1.55	3.61
10	Total	194	194	100	100

The above table shows that the largest number of students were found in D grade (slightly above average) with the percentage of 22.69 (44 students), the second highest percentage is in E grade (18.56% and 36 students), the third highest percentage is n G grade (17.01% and 33 students), the fourth highest is in F grade (13.40% and 26 students), the fifth highest is in C grade (10.31% and 20 students), the next is in the grade of B and H with the same percentage (5.15% and 10 students each), the second lowest percentage is in A grade (4.12% and 8 students), the lowest percentage is found in the grade of I (extremely low) with the percentage of 3.61 (7 students).

Table 3: Comparison of Mission Higher Secondary School Boys and Girls within Aizawl City on Their Academic Achievemen

Sex	N	Means	SD	t-value	Level of significance
Boys	90	192.52	55.17	1.53	Not significant
Girls	104	204.62	54.92		

Table 3 shows that there is no significant difference between the academic achievement of mission higher secondary school boys and girls. It also shows that the mean score of mission higher secondary school girls is higher than the mean score of mission higher secondary school boys.

Therefore, hypotheses (i) *'There is no significant difference between the academic achievement of Mission Higher Secondary school boys and girls within Aizawl city'* is accepted.

Table 4: Comparison of Mission Higher Secondary School Boys and Girls within Aizawl City on their Learning Style

Sex	N	Means	SD	t-value	Level of significance
Boys	90	133.7	20.61	0.46	Not significant
Girls	104	132.39	17.86		

The above table shows that there is no significant difference between mission higher secondary school boys and girls of Aizawl city on their learning style. However, the mission higher secondary school boys of Aizawl city had higher mean score on their learning style than their female counter part.

Therefore hypotheses (ii) '*There is no significant difference between the learning style of Mission Higher Secondary School boys and girls within Aizawl city*' is accepted.

Table 5: Correlation between Academic Achievement and Learning Styles of Mission Higher Secondary School Boys and Girls within Aizawl City

Variables	r	correlation
Learning Styles	-0.11	Not significant
Academic Achievement		

The above table indicates that there is no significant correlation between academic achievement and learning styles of mission higher secondary school students within Aizawl city. And therefore, hypotheses (iii) '*There is no correlation between the learning style and academic performance of mission higher secondary school students within Aizawl city*' is accepted.

Major Findings

Major findings of the present study are as follow:-

1. There is no difference in the academic performance of the mission higher secondary school boys and girls in Aizawl city.

2. Majority of the mission higher secondary schools in Aizawl student's level of academic achievement is average and below average.
3. There is no difference in the learning styles applied by the mission higher secondary school boys and girls in Aizawl city.
4. The learning style mostly applied by the mission higher secondary school students in Aizawl city is verbal reproducing.
5. The learning style least applied by the mission higher secondary school students in Aizawl city is figural reproducing.
6. The largest number of students had 'D' level of learning style (slightly above average).
7. There is no significant difference between the academic achievement of mission higher secondary school boys and girls.
8. There is no significant difference between the learning style of mission higher secondary school boys and girls.
9. There is no significant correlation between academic achievement and learning styles.

Discussion

The present study showed that there was no significant correlation between learning style and academic achievement. Supporting the present findings Safaa (2012) and Gappi (2013) also found no significant correlation between learning style and academic achievement. Against the present findings Cano (1999) and Hemalatha (2013) observed that learning style did positively influence academic achievement. The present study also found that there was no significant difference between the learning style of mission higher secondary school boys and girls. This finding is supported by the findings of Gappi (2013) who also had found that there was no significant effect of gender on the learning style preferences of the students.

Implication of the Study

From the present study, no significant co-relationship was found between academic achievement and learning styles of mission higher secondary school students within Aizawl city. However, we cannot deny Grasha's (1996) claim that student's learning style influence their academic achievement. Therefore, teachers and those who are responsible in planning the curriculum for secondary schools have to bear in mind that students learn in various ways and dimensions. Teachers should be aware that students with different backgrounds or social economic status have different

preference towards two or more learning styles. In order for students to benefit maximally from instruction and assessment, at least some of it should match their learning styles. Therefore, flexibility is crucial for students as well as for teachers. It is necessary that sufficient care must be taken by the classroom teachers in planning, conducting and evaluating teaching learning process so as to cope with the variations in learning styles of the students.

Conclusion

The study shows that the students were in general fairly well-balanced learners in terms of the dimensions used in the questionnaire. Girls have shown better performance in academic achievement. No significant difference was found between boys and girls on academic achievement and learning styles. No significant correlation was found between academic achievement and learning style. While it was established that the learning style preferences of the students were not correlated to the academic achievement of students, large scale studies are recommended to further the investigation on the influence of the learning styles on the teaching-learning progression. Students may be encouraged to adopt dynamic learning style wherever it is necessary. By following dynamic pattern they may improve their competitive spirit to achieve their goal.

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Western Education and the Mizo Approach: Impact on Naming Pattern

Jamie Zodinsangi Hrahsel *

Abstract

In the postcolonial arena, questions of identity politics, race, gender, journeys, memory, problems of de-territorialization and re-territorialization in relation to exile and migrancy, the relationship between center and periphery and notion of home and abroad have gained significance. The impact of the west on Mizo society has resulted in a ridiculous craze for Westernized names, fashion and lifestyle in general. This is so because the once unadulterated Mizo culture that existed in the pre-colonial era has been tampered by the introduction of Western mannerism as well as Christianity. Today, there are as many Mizos bearing anglicized names as there are those having pure, unaltered traditional names in the local vernacular. This paper will attempt to explore the politics of anglicized names and its subsequent impact on the formation of Mizo cultural identity.

Key Words: Politics of anglicized names, Naming pattern, Mizo approach to naming, Mizo cultural identity

This paper will attempt to explore the politics of anglicized names and its subsequent impact on the formation of Mizo cultural identity. In post-colonial theories, the politics of location goes beyond the geographic terrain of the nation-state to include the international frame as well. As a result of the structural imbalance, cultural imperialism, geographic displacement, political hegemony, and the psychological impact on the immigrants, people of a particular region often undergo a series of changes and adaptations. According to M.L Raina, "The sense of being located is the sense of being both home and at home." (Singh, 16) The politics of location also underscores the burden that the post-colonial subject carries. Questions of identity politics, race, gender, journeys, memory, problems of de-territorialization and re-territorialization in relation to exile and migrancy, the relationship between center and periphery and notion of home and abroad therefore gain significance. The impact of the west on Mizo society

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has resulted in a ridiculous craze for Westernized names, fashion and lifestyle in general. The advent of Christian Missionaries in 1894 initiated the craze. . A century ago, not a single Mizo could read or write and the Mizo alphabet was only developed by the pioneer missionaries, Rev FJ Savidge and Rev JH Lorrain in 1893. (B. Lalthangliana, 18) The Christian missionaries as well as the *Babu Sap* or the British officials were responsible for inculcating western cultures into Mizo lifestyle and 1894 onwards, there was and still is a consistent fascination and fervor for western mannerism.

There are gains as well as price paid due to "enlightenment". Positively, it enhances progress and development in the social, political and economic fields. On the flip side, it has been claimed that it dilutes cultural identity. This is so because the once unadulterated Mizo culture that existed in the pre-colonial era has been tampered by the introduction of Western mannerism as well as Christianity. Today, there are as many Mizos bearing anglicized names as there are those having pure, unaltered traditional names in the local vernacular:

"Tunlai kan Zoramah sap hming pu kan tam ta viau mai. Hei hi thuziakmite leh Mizo tam takte'n an vei a, an sawi thin a, mahse, nau piang thar chuan an nei ta deuh zel mai. Sap ngaihsanna atanga lo chhuak ngei a ni ang." (Zobawm)

> (Today, a number of people in Mizoram has adopted anglicized names. This has been attacked and criticized by many Mizo writers as well as the general public;however, this trend seem to be used on every new born baby. Perhaps, this has arisen from our reverence towards the west.)

However, inducing forced Mizo names in the name of ethnic purity would engender a serious extremity towards negative ethnocentrism. Ethnocentrism sometimes leads to unpleasant outcome. It is one of the many causes of horrifying genocides around the world. Valuing one's traditions and customs is ideal in today's world of multiculturalism but on the flipside, it can promote insularity whereby one would be egged on to denounce any change that modernization brings. Evolution forms the crux of life on earth. Culturally speaking, our food habit, dress and lifestyle are set to change with time.

But, from another stance, one also thrives on the past. In an age when quest for identity has become significant, reverting to the past to question one's entity is important and as such, tradition still holds the key to achieving a sense of belonging. Proper education, starting from the lowest, in these regards can be tools to moulding children and youth of today and the future. Still, drawing lines is as necessary as it is difficult. If lines are not drawn, the past with all its practices can be a means to senseless conservatism. That is why one need to look back into those practices in the past with

guarded eyes. What was once acceptable may no longer be valid. Taking heads as war souvenirs, for instance, was very much in back in the old days, but in our progressive society, it would never be encouraged again. How a particular custom was observed may not be applicable today but it may still persist in a different mode.

Several factors can be attributed to the anglicized naming pattern :

1) Exposure: The impossible pronunciation and intonation of traditional Mizo names by non-Mizos have led many to adopt anglicized names. This problem usually occurs when a Mizo steps out beyond the boundaries of the state.

2) Attempt at subversion of the west: Significantly, the fad for anglicized names could also be taken as a form of postcolonial resistance. It could be a means through which the once colonized others are retaliating back at their former colonizers. Just as writers like Raja rao and Rushdie have chutnified or Indianized English, this could be interpreted as the Mizos attempt to subvert the very dominating paradigm of the west by claiming the anglicized names as their own.

3) Colonial hangover: Most importantly, Mizo culture is situated in a community that had been blatantly influenced by Western culture in dress, mannerism,music and ideas.This influence could be attributed to the Sap Babus, the British officials as well as the Christian missionaries throughout the earlier half of the 20th century. They lived a polished lifestyle that left the Mizo people in awe and admiration. A trend was soon started wherein Mizos started to copy the standard of the Whites and soon, even names became anglicized probably to be similar with their idolized figures. This trend to appear sophisticated through the adoption of anglicized names continues even today.

4) Spiritual: Chriatianity brought with it waves of Biblical connotations in different aspects. Mizos had and continue to christen their new born babies with Biblical names. Also, denominations like the Roman Catholic Church, for instance, compulsorily requires a person to have anglicized, Christian names. There are a number of Mizos who bear such kind of anglicized names .

5) Inspiration could also be drawn genuinely from famous people, events and stories.

Name is a significant identity marker. Culture is an important identity marker. As a significant part of culture, names play an important role in distinguishing the cultural identities of different cultures. “Culture becomes the embattled rhetoric of home, authenticity, and “one’s ownness” deployed strategically to resist the economic impulse toward “sameness.”(R.Radhakrishnan). Therefore, an adulterated culture becomes a threat to stable identity. Anglicized names no doubt dilute traditional naming pattern that had existed in the pre colonial era. The loss of this visible distinctions in

cultural characteristics will eventually deplete much of cultural identity of the people threatened. At the same time,fusion of western names and Mizo names creates a hybrid identity. Hybridization implies the subsumption of original features that results in a new identity. This hybrid identity, as Homi Bhabha claims, is a fusion of the identity that westernization has created as well as the traditional identity. This creates the necessity to embrace both cultures to breed a new, stable Mizo identity. There is the growing need for co-existence and space sharing (of the west and traditional Mizo) in the Mizo culture without compromising on traditional values or endangering territorial boundaries.

Globalization has necessitated the security of one's identity. We cannot escape the globalizing forces which are starting to enter our own society, as seen in the development of mass media and communication, and as such, we need to be secure in our own identity in order to face and utilize these forces. Westernization does not place one on the same pedestal as the west. We seem to believe that by adopting western names and fashion, we can share the pedestal that the west has placed itself upon. This is a misconstrued idea. In fact, With the advent of globalization, people are taking renewed interest in strengthening their identities, eager to participate in the multi-cultured global village and bringing with them their own cultures and sharing them with the rest. Progress comes only with a stable self, a self that has knowledge of one's roots. Denying one's identity by conforming to the west through anglicisation makes one once again a "colonized other". Because we subject ourselves once again under the hegemonic rule of the west by attempting to appear like them, if not in features, at least in names:

> "Mi ropui leh ngaihsanawm chu vun rawng atangin kan teh tur a ni lovang a, chetzia leh nunphung atang zawka teh tur a ni ang. " "Kan hming sak dan hi" (coolsoul09, misual.com)
>
> (The prominence and admirability of person is judged, not on the basis of his colour, but rather on his disposition and performance)

As can be noted from the above the analysis, westernization has both positive and negative impact upon the Mizos, especially in terms of the cultural changes that has been initiated over the years. The cultural, ethnic and linguistic make up of the Mizos have been tremendously changed by the waves of western elements that swept the region and in turn, the society has become greatly western oriented. However, a number of noteworthy steps have been taken recently and will continue to be taken towards preservation of culture and tradition with a deep caution not to drive anyone towards extreme ethnocentrism.

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"When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has opened for us."

~Helen Keller

"If you judge people, you have no time to love them."

~ Mother Teresa

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