Chapter 1

INTRODUCTION

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1.1 Background of the study

Education is a glare that shows the humanity right direction to surge in the emerging knowledge society in order to compact the remonstrance with ever-broadening demands on learning that involve disseminating knowledge and skills needed to advance informed citizens responsible for building human resources required for a potential future knowledge economy. In this competitive ubiquitous world, the goal of education is not only to impart myriad of knowledge, skills and inculcates excellence, but is also to create a, structural patterns of thinking towards developing learners multifarious strengths and a kind of scaffolding within which learners need to grow, learn and evolve diverse imagination maneuver. It has largely contributed to build a strong base for rationale thinking, knowledge generation and self sufficiency through integrated thematic conceptualization and interdisciplinary approach to curriculum.

The meaning and purpose of education, in Arendt’s (2006) view, its fundamental role in civilization, is to impart an old world to new beings, preparing children for “renewing a common world” by establishing an active bond to the past that does not just encumber but enables agency (cited by Zakin, 2017). Education and learning raise aspirations, set values, and ultimately enrich lives (World Development Report, 2018). The goal of education intervention in the wake of neo liberalism, concentrates too much on the learners and they need a strong grip on the underlying values, standards and integrities of the society so that they are able to recreate those values, standard and integrities in new, hither to unencountered, often chaotic situations. Ormell and Coles (1999) believe that education is to enable
individuals to think for themselves, to examine prejudices and to take ownership of their own learning and actions.

In the era of digital generations of learners with evermore substantial demands on their learning, educators desiring to equip their students with development of an innovative learning experiences and explorative landscape of classroom climate will serve them in a world driven by global competition that not only meet the present needs of the learners, but also invoke a structural change in the development of mental horizons of learners and thus leads to continuous success in their future. They have developed what is called a “cultural brain” one defined by the ability to process massive amounts of, primarily, visual and textual information at rapid speed due to their constant exposure to the digital bombardment that is their everyday experience. (Kelly, McCain, and Jukes, 2008).

There are many skills that learners will deduce in order to be successful in the 21st century: ability to collaborate, work in teams, critical and creative thinking skills, oral presentation skills, written communication skills, leadership and decision making, ability to use technology, willingness to examine civic and global issues, ability to conduct research to learn about issues and concepts, and chance to learn about new career opportunities. With this global scenario demands educators must create a curriculum that will help students connect with their geographic surroundings and understand the practices to manage issues that emerges. As the situation demands, in alignment with the modern society with luminous promises, education should be entrenched to enhance constructive background and thus promote decision making, problem solving, analytic thinking, self direction, self
empowerment and self discovery with an emphasis on futuristic perspective which in turn help them in the creative cascading.

Geography is the unique discipline that examines the earth from the spatial point of view (Fernald, 2002). It is the exploration of places on earth and their kinship with each other and primarily considers about origin and evolution of landform, social and political appertain of man, and economic exertion of human beings. (Maude, 2013) says that geography is a structured way of exploring, analyzing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. Geographer’s inquest how people interact with the environment and with each other from place to place and they categorize the earth into regions in order to outline generalizations about the convoluted multitasking world in which we live. Geography is opulent in material that relates to 21st century additions of international understanding, multi-cultural concerns, the study of green education and environmental issues that make the learners aware of their multifaceted world. The Geographical Association believes geography should help children understand other people and the places they live in as well as the causes and consequences of change. (Li, Knox, and Wright. 2003). An education in geography helps students develop an interest in and encourages an appreciation of the world around us (Geographical Association, 1999). The International Charter on Geographical Education (2016) says geographical education is vital to equip the next generation of people with the knowledge, skill, attitudes, and practices to value, care, and make reasoned decisions for the planet.
Introduction

In the emergent geographic scenario, it has been observed that the discipline has experienced a transformational trendy move from a descriptive to the process of analytical exploratory stance. It amalgamates different sciences and experience changes in philosophy, orientation and pedagogy by synthesizing and resuming knowledge in more sophisticated methods. There is an increased emphasis on the development of students ability to think and providing opportunities for students to come up in a position of self managed and self responsible learning context which is possible only through promoting a self efficacious perspective in every facet of geography education and shaping of geography as a vibrant way of understanding the changing world around and between us.

It is apparent that for the demands in the modern change-oriented society which is experiencing an eruption in dissemination of information through the internet and digitalized diaspora, education too is changing with the rapid expansion of technological advancements. Self directed learning is designed to nurture this momentum, to broaden and deepen learning, to help students to channelize and refine their learning. Thus in a nutshell, the secret of self directed learning is an education in a self built way that immensely brings transformative enrichment to the learners through the pathways of self discovery. Teachers should prepare students how to learn, guide them through the struggle of adolescence, and challenges them to challenge themselves to excel will always be irreplaceable. Students must know how to learn every day, how to adapt to rapidly shifting circumstances, and how to take independent initiative when opportunity disappears. Self directed learning prepares students for this new challenge oriented world in which the active learners survives best.
Introduction

Self directed learning originated in the field of adult education and has been referred to as self-direction in learning, self-instructed learning, autonomous learning, self-planned learning, self-regulated learning, self-managed learning, self-education, and independent learning (Hiemstra, 2004). The concept of self directed learning applies autonomy of learning events in the information Age. The most cited definition of self directed learning is by Knowles (1975) who defined self directed learning as a process in which individuals take the initiative with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning activities, and evaluating learning outcomes. Recently Guglielmino (2008) explicated self directed learning in terms of context, activation, and universality. She argued that self directed learning is an innate, basic, and natural characteristic of human being when encountering challenges and this characteristic varies on the continuum, depending on situations.

Apart from its magnitude for survival and competition in the information age, self directed learning is also viewed as an effective mode of learning for students that requires learners be self empowered transformation decision makers and need to be creative in their own learning dynamic architects. Self directed learning is important because it enables students to customize their approach to learning tasks, combine the development of skill with the development of character, and prepare them for learning throughout their lives. Students can be taught to think for themselves, work at their own pace, learn in their own way, choose their own goals, and design their own programmes. (Gibbons, 2002)
The emerging learning environments of the 21st century combine different pedagogies and technologies and provide ample reason to reexamine the opportunities for self directed learning. This attention to learning for life reminds us, when we address students in the classrooms, that we are dealing with a whole life not just intellect but emotions and performance as well. Each student have unique personality, preference, ability, talent, learning style, thought, feeling, likes and dislikes, thinking stanza and the like. Instructional transactions based on innovative initiatives, differentiated paradigms which intensify appropriate processes, integrated thematic conceptualization and interdisciplinary approach to curriculum are recently gained much research support. It highlights the need for developing a discourse based on self initiated creative instructional practices which plays a vital role in constructing a positive learning climate in the class room.

The term creativity can be found in writings as early as those of ancient Greece and Rome, but modernistic interest in creativity among educators and psychologists is customary thought to have its fountainhead in the mid-20th Century. It can be expound in a nearly limitless number of methods in human conduct and has its beginning in several constituents of individual and social proficiency. The generality of creativity is composite and multi-faceted in essence, multifold definitions of creativity have been unveiled on the basis of novel and useful ideas, regardless of the nature of idea, the rationale behind its production, or the outset of the process. It is bringing something into the world that is somewhat new and maybe revolutionary in its wide circle of outgrowth along with the overbearing efforts of different educators and psychologists.
Elucidations may contrast also in relation to the level of accomplishment apprehended as creative: adversity of the problem felt or solved, or grace or gorgeousness of the product, or the uniqueness or essentiality of the impact. The three components of creativity—the creative person, the creative product, and the creative process are noteworthy. A creative person is unexceptionally energetic and jammed with ideas. This personage is also distinguished by having a passion to progress and a proficiency to be puzzled, spontaneous, and a divergent thinker, who is enterable to novel adventures, pertinacious, and a hard worker. The creative product is one that nevermore/seldom existed earlier like an invention. The creative process outset with the creative person and oupshot in a creative product. It encompasses the thinking and the performance that take place to effectuate an innovative entity.

Creativity can be outlined by Boden (2009) as the ability to generate novel, and valuable, ideas. Novel is one that’s new to the person who generated it. Valuable, denotes interesting, useful, beautiful, simple, richly complex, and so on. Idea covers many meanings such as concepts, theories, interpretations, stories, and also artifacts such as graphic images, sculptures, houses, and jet engines. Lucas (2001) defines Creativity is a state of mind in which all of our intelligences are working together. Fisher (2004) states that the process of creative evolution consist of generation, variation and originality. To create is to generate something, to be productive in thought, word or deed. But generation is not enough. Variation and differentiation are needed. Creativity does not repeat itself; always contains something original and new. Bouchard et al. (2001) describe creativity as an iterative approach going from the objective to the conceived solution, then from the
solution to the objective, with each iteration bringing an evolution of each item. Kanematsu and Barry, (2016) argued that creativity includes the combining of existing work, objects, and ideas in different ways for new purposes. Today the notion of creativity in education is being universalized and exploration on creativity is proliferating. But if supreme researchers and theorists agree that creativity involves the development of a novel product, idea, or problem solution that is of value to the individual or the larger social group, psychologists have had great difficulty finding consensus as to definitional components that reach beyond these two criteria of novelty and appropriateness (Hennessey and Amabile, 2010).

The findings of certain studies highlights that the self directed learning literature clearly implies a relationship between creative thinking and self directedness in learning (Kerber, Cranton, and Allen, 2000) Self directed learners prefer to express themselves creatively while simultaneously personalizing and directing their learning (Owen, 1999). The self directed learner more often chooses or influences the learning objectives, activities, resources, priorities and levels of energy expenditure than does the other directed learner" (Guglielmino, 1977). Mourad reported similarities between the self directed person and the creative student. Creative experiences and achievements are associated with student readiness for using self directed learning (Torrance and Mourad 1978). Creativity helps learners develop intuition in problem solving, which is an integral facet of learner capacity to engage in self directed learning (Kreber 1998). Therefore, learners who are more creative may more effectively use self directed learning.

(Cox, 2002) reports that the seminal research of Torrance and Mourad (1978a; 1978b) soon followed Guglielmino's and connected readiness for self
directed learning and creativity from a perspective of finding ways to expand creativity. Three measures of originality correlated with scores on the SDLRS at "rather high levels of significance so do both of the personality measures" (Torrance & Mourad, 1978b). Readiness for self directed learning was associated with the motivations of creative personalities and creative experiences and achievement. Guglielmino (1977) argued that self directed learning readiness consisted of eight dimensions including creativity and problem solving skills and these eight dimensions became widely used as a theoretical framework to examine self directed learning readiness.

(Torrance & Mourad, 1978a) note that creativity is a dimension of original thinking. Thinking in a unique way to find solutions to the felt problem that challenge learners to unconstraint their prevalent learning and thinking practice, thus enabling them to think independently on their own and to direct themselves in attaining knowledge and skills to compete with the knowledge society. Several educators consider the highest goal of education is developing skills and dispositions required to promote lifelong, self directed learning and, thus, also to promote creativity. This goal has been particularly encouraged by those who work with creative students.

Thus much has to be changed in geography learning scenario demanding creative environments to encourage independent and autonomous learning as well as to apply creative learning methods to acquire knowledge. Research studies exploring creative thinking and self directed learning asks us to focus on the mental operations, to overstep the limits of their seemingly related phenomena, in to hidden powerful patterns and thus to perceive the world in new ways. These background
indication leads to adopt a dynamic innovative and creative stand and the consequent individualizing and directing their learning to an autonomous confrontation.

1.2 Need and significance of the study

It has been progressively realized that since the last quarter of the 20th century, the earth as the home of mankind endures unprecedented changes due to human exertion and everyone in the cognizance consortium faces the challenges of personal decisions that stipulate geographic reasoning. The issues facing today’s young people include numerous rapidly changing spatial and environmental issues in local, national, and global context like the shrinking of ice cover in the Arctic ocean, global climatic changes and warming up of the earth’s surface, growing population in poverty, rural-urban economic disparities and urban renewal problems, degradation of natural environment, environmental health and economic stability, and increasing tourney for limited natural resources specifically water. When learners manage to ignore external distractions and flow of experiences can generate an ecstatic sense of new pathways of unusual ideas and outward looking mindset to make appropriate decisions about these issues. In this count, geography education assumes significance, which plays a pivotal role for imbibing such geographic and other integrated competencies among young generations for both academic and non academic endeavor as well as for their lifelong personal development.

It is essential for every person to be in a prime position of phenomenological deconstruction to harness creative trends in geography to understand the world around them in a creative way and to recognize the astonishing complexity and messiness of ideation. In the era of technological advancements, the innovations in
geographical tools and technologies, especially through the introduction of Geographical Information System (GIS), and Remote Sensing, provide easy access to current geographic data, images, and representations that enrich, broaden, and deepen students learning experiences, augment the quality of learning, and develop students competency to conduct systematic exploration around geographic and environmental phenomena. Students should be capacitated enough to effectively manage and utilize geospatial technologies in a meaningful way to explore, access, analyze, produce, evaluate, and share geographic information accessible through this new techno pedagogical environment and to become self directed responsible learners. Cameron (2005) observe that geographic education can play a large part in equipping future citizens with skills of inquiry, a questioning mind, and a suspicion of anything presented as facts.

As far as the curriculum transaction practices of geography is concerned, the quality of geography instruction that the majority of students receive, teaching learning practices towards curriculum transaction and the availability and suitability of their instructional materials are not up to satisfactory level to prepare students for the nebulous, paradoxical, and opaque problems and conflicts they will experience in the increasingly more complex global society. In a general experimental study Alam (2005), note that there is a general lack of understanding of fundamental geographic concepts, discipline, and basic knowledge of world geography among geography students who have just completed their schools. It indicates that the place of geography in the present educational scenario is not in a fruitful way for upbringing competent task force with befitting skills to step in to the world of engagement and assuming the responsibility of adulthood in addition to discipline
related knowledge and understandings. Strengthened facts of geography learning with its dynamic curriculum transaction procedures, creative instructional activities and conducive learning environment will appropriately fit students up to the set mark of global standards. In this scenario teachers and instructional designers need to change with the techno pedagogical advancements encompassing innovative instructional methods for upbringing learner competencies and also to mould the young generation to satisfy the demands of the fast growing society.

It is noticeable that, even with the implementation of many appropriate teaching and learning approaches such as activity oriented approach, geography education prolongs to face many challenges. Most of the time teachers organize the learning activities in their classrooms as prescribed by the text book and syllabus prepared by the curriculum designers. There are new theories, trends, pedagogic practices, and instructional designs to escalate students understanding of the basic geographic concepts and principles, hence lacks a general paradigm trend to accommodate the set forth transformations. So the curriculum transaction modalities should move away from the prevalent theoretical frameworks by shifting students from mere receivers of information and knowledge to transform creative constructors of knowledge through a paradigmatic reposition in our concerning of education from one of providing instructional practices to transforming as efficacious self directed learners. An outgrowth of this reposition is the needfulness to capacitate the learners to unfold a sense of ownership on their own individual learning procedure and opportunities for and self reflection on their own attainment and evolve a feeling of self motivated, autonomous, and independent learners for their own idiomatic and intellectual progression.
Many geographers and teaching faculty position in geography have expressed their concern that an emphasis on self directed learning and learner autonomy is an area that has been overlooked in the learning of geography at higher secondary level. This innovative approach for teaching and learning of geography can be accomplished if students are motivated and directed to take responsibility for identifying learning needs, developing learning goals, locating learning resources, preparing a learning plan, implementing the learning plan, and evaluating the attainment of learning goals and the process of learning. Self directed learning modalities can help students to learn themselves meaningfully by ensuring the pathways of what geographers are accomplishing regularly and ascertain spatial patterns and relations for themselves instead of depending only on memorizing facts and assessing existing knowledge imparted through the prevailing curriculum transaction practices.

As we move further in to the world where the concept of creativity in education is considered as a boundary-crossing discipline that is essential to learning and teaching, social-economic dialogues, academic discourses and cultural practices, as well as technological and digital communications, and skilling for success in the modern era. Hennessey and Amabile, (2010) cites the words of Barak Obama, in January 2009, when he began his administration as the U.S. President, he called for substantial increases in federal funds for basic research and efforts to boost math, science, and engineering education. He says that if we are to make real strides in boosting the creativity of scientists, mathematicians, artists, and all upon whom civilization depends, we must arrive at a far more detailed understanding of the creative process, its antecedents, and its inhibitors. So the challenge for schools and
social institutions is to shift the focus of education on to the development of a population that is capable of thinking and taking new initiatives, and equipped for a world of challenge and change. In this context where the application of creativity and innovation to knowledge is an essential skill set for the future societal development.

In the changed scenario the challenge for the teachers is creative teaching and it is not possible to teach learners didactically how to be creative. Sarbo, McCammon and O’Farrell (2007) quotes apart from some creative administrators and teachers, most schools retain too many features which are fundamentally uncreative (Lucas, 2001). This prevalent geography learning scenario at higher secondary level prevent students from developing creative strategies in their own learning process to achieve the expected skills and competencies with such a multifaceted discipline like geography. The literature directing to instructional design and model development are not sufficiently articulated with creative self learning and also limited information is available regarding how to develop teaching learning models to direct young learners in to the habit of thinking about their own learning. Crafting appropriate models of teaching to layout and codify the instructional design pathways to address the need to innovate in the complex structure of issues and problems which directs one’s own learning and promote the learning of others.

In this context the researcher recognized the essential requirement of a shift in the prevailing pedagogic practice to escalate competent taskforce with independent problem solving, autonomous learning skills, creative thinking, goal setting with intrinsic motivation, that are the true outgrowth of geography learning.
By considering these things as a researcher, the following research questions were formulated.

1. Are there any background events and challenges in the prevailing modes of pedagogic practices for the effective curriculum transaction in geography at higher secondary level?

2. How much self directed are the higher secondary school geography students?

3. Can the developed model effectuate enough to promote self directed learning among the geography students at higher secondary level?

4. Can the developed model be effective to transact the geography curriculum among the geography students at higher secondary level?

5. Can the developed model enhance creativity and academic achievement among the geography students at higher secondary level?

6. Are the learners display competencies in creating innovations through self initiated learning functionalities after the exposition to the developed model?

While attempting to find answers to the above set research questions, the investigator decided to develop a model of teaching based on the objective ‘create’ that will capacitate the learners at higher secondary level with creative abilities ensuring the attainment of self directed learning proficiency. Crafting appropriate modes of teaching to layout and codify the instructional design pathways to address the needs to innovate in the complex structure of issues and problems which direct one’s own learning and promote the learning of others.
1.3 Statement of the problem

In this era of global challenges, everyone in modern society faces personal decisions that require more competent task force with geographic reasoning. Educators should have the responsibility to prepare all young people with more fruitful way to engender the competencies of independent problem solving abilities, autonomous learning skills, creative thinking, and goal setting with intrinsic motivation, that are the true outgrowth of geography education. An effective teaching model fabricated with the task embellishment can help the learners to accomplish these tasks by way of integrating learning opportunities for promoting the competencies of independent thinking and the attainment of creative ways of knowledge constructs in an insightful way. By considering these aspects in its vignette, the investigator tried to develop a teaching model incorporating creativity and self directed learning based on the existing pedagogical strands to ensure effective curriculum transaction of geography at higher secondary level. Therefore, the problem to be addressed in this study is entitled as “DEVELOPING A MODEL OF TEACHING BASED ON THE OBJECTIVE 'CREATE' FOR PROMOTING SELF DIRECTED LEARNING AMONG THE GEOGRAPHY STUDENTS AT HIGHER SECONDARY LEVEL”.

1.4 Definition of key terms

Model of teaching

Joyce and Weil (1997) describe a model of teaching as a plan or pattern that can be used to shape curricula, to design instructional materials and to guide instruction in the classroom and other settings.

In the present study model of teaching is a sequential procedure which consist of the structured guidelines for framing habitual instructional designs drafted with set goals which enable the students to modify themselves based on the repertory of learning approaches.

Create

Create is the higher level objective in Anderson and Krakthwol’s Bloom’s revise taxonomy. Create involves putting elements together to form a coherent or functional whole, reorganize elements in to a new pattern or structure. (Anderson and Krathwohl, 2001)

In the present study the term ‘Create’ is comprehended through the amalgamation of set dimensions like generating, planning, producing and its componential correlates in to a functional and unhabitual patterning of desired outcomes and can influence challenging future oriented problems and the innovations that the learners bring in to the task to discover learning for themselves.

Self directed learning

Self-directed learning according to Malcolm Knowles (1975) “as a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and
material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes."

In this study self directed learning is a dynamic combination of knowledge setting in which individual acquires a repertory of initiation, independence, perseverance, and self sufficiency in learning vistas which embraces responsibility for his or her own learning through adopting appropriate learning methods and functional practices.

Geography

Geography is a structured way of exploring, analyzing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change (Maude, 2013). Geography is the unique discipline that examines the earth from the spatial point of view (Fernald, 2002). Heintzelman and Hihsmith (1986) defined the subject as Geography is a correlative science, drawing together and combining the many facts of earth and man into complete mosaics to be varied in their totality”

Higher Secondary Level

This is the territory phase of formal system of education coming after the level of secondary education which belongs to standards XI and XII in the educational system which is recognized by Kerala state for providing instruction and following the state curriculum now in force.

In this study, the level of higher secondary education refers to standard XI geography students of both higher secondary and vocational higher secondary schools in Kerala following NCERT syllabus.
### 1.5 Hypotheses of the study

1. The prevailing modes of pedagogical practices are inadequate for the effective curriculum transaction in geography at higher secondary level with special reference to the enhancement of creativity and self directed learning.

2. There is significant difference in the mean scores of groups exposed to the developed model of teaching based on the objective ‘create’ and prevailing activity oriented modes for promoting self directed learning among the geography students at higher secondary level.

3. There is significant difference in the mean scores of groups exposed to the developed model of teaching based on the objective ‘create’ and prevailing activity oriented modes with respect to enhancing creativity among the geography students at higher secondary level.

4. There is significant difference in the mean scores of groups exposed to the developed model of teaching based on the objective ‘create’ and prevailing activity oriented modes with respect to the academic achievement among the geography students at higher secondary level.

5. There is significant difference in the mean scores of groups exposed to the developed model of teaching based on the objective ‘create’ among sub samples of students at higher secondary level based on gender, locale, and type of management with regard to

   - Self directed learning
   - Creativity and
   - Academic achievement
6. There is significant difference in the mean scores of groups exposed to the developed model of teaching based on the objective ‘create’ among the geography students at higher secondary level with regard to retention in

- Self directed learning
- Creativity and
- Academic achievement

1.6 Objectives of the study

1. To identify the prevailing modes of pedagogic practices and the hindrances confronted by the educational practitioners for the effective curriculum transaction in geography at higher secondary level with special reference to creativity and self directed learning

2. To find out the initial level of knowledge constructs and structured patterning of self directed learning among the geography students at higher secondary level

3. To analyze the entry level creativity status of geography students at higher secondary level

4. To develop a model of teaching based on the objective ‘create’ for promoting self directed learning among the geography students at higher secondary level.

5. To test the effectiveness of developed model of teaching based on the objective ‘create’ for promoting self directed learning among the geography students at higher secondary level
6. To test the effectiveness of developed model of teaching based on the objective ‘create’ for enhancing creativity among the geography students at higher secondary level

7. To test the effectiveness of developed model of teaching based on the objective ‘create’ with regard to the academic achievement among the geography students at higher secondary level

8. To compare the effect of developed model of teaching based on the objective ‘create’ among sub samples of students at higher secondary level based gender, locale, and type of management with regard to
   - Self directed learning
   - Creativity and
   - Academic achievement

9. To compare the effectiveness of developed model of teaching based on the objective ‘create’ among the geography students at higher secondary level with regard to retention in
   - Self directed learning
   - Creativity and
   - Academic achievement

10. To analyze the appropriateness of the developed model of teaching based on the objective ‘create’ for promoting self directed learning among the geography students at higher secondary level
1.7 Methodology in brief

1.7.1 Method and design

In the present study the investigator followed mixed methods approach incorporating both quantitative and qualitative approach to find out the effectiveness of developed model of teaching. The study was oversight through four facets namely: cardinal, developmental, experimental, and terminal phases. In the present study, pre-test post-test non equivalent group design was adopted to test the effectiveness of developed model.

1.7.2 Sample selected

Participants or sample are selected for the experimental and qualitative part of the study. For experimentation students at higher secondary level from five schools coming under Kottayam and Eranakulam districts were selected as experimental group and control group. The 269 XI geography students were selected randomly from the select schools.

For the qualitative analysis a sample of 50 higher secondary school teachers and experts from the field of geography and education were selected from Thiruvananthapuram, Alappuzha, Pathanamthitta, Kottayam, Eranakulam, Palakkad, and Kannur and 150 higher secondary school geography students were also included.

1.7.3 Variables of the study

In the present study, the independent and dependent variable are:

Independent variable ► 1. Prevailing activity oriented approach,

2. Developed model of teaching
Dependent variable ▶ 1. Self directed learning,
2. Creativity, and
3. Academic achievement

1.7.4 Investigative support and techniques accessed for data collections

- Semi structured interview
- Self directed learning Perception Questionnaire
- Entry level Creativity Scale
- Model validating Judgment Schedule
- Lesson designs based on prevailing activity oriented approach
- Lesson designs based on developed model
- Self directed learning scale
- Creativity test in Geography
- Achievement test
- Learner satisfaction form

1.7.5 Analytical supports and techniques employed

In the present study, the investigator employed computation of range, mean, standard deviation, quartile deviation, skewness and kurtosis for primary data analysis and the statistical procedures of Percentage analysis, Paired t-test, Independent sample t-test, Analysis of Variance and Analysis of Covariance are made use to test the effectiveness of the developed Model.


1.8 Scope of the study

The present primarily focus on to develop a model of teaching based on the objective ‘create’ that would promote self directed learning, and to enhance creativity and academic achievement among the geography students at higher secondary level. In this study, the investigator implemented lesson designs based on the developed model of teaching based on the objective ‘create’. The effectiveness of the developed model was tested with regard to the level of self direction in learning, advancement of creativity and progress of academic achievement among the geography students at higher secondary level. The developed model of teaching can benefit numerous objectives such as decision making, independent problem solving, analytic thinking, autonomous learning skills, creative thinking, self management, self planning, and self empowerment. The developed model is a powerful pedagogical tool to channelize the learners to think far beyond the limits and to conduct meaningful discourses with oneself and peers the art of self directed, self initiated, autonomous and logical activity that contribute to imaginative, creative and innovative thinking. In the midst of limited efforts and controversy there is a direction for choice and inquires to provide an exposure to teach students to think in a reflective way that prepares them for life in creating transitional empowered decision makers. Even though, there are remarkable challenges and constraints while carrying out the developed model the major touchstones of the developed model will be added to the current eventuality of students’ self directed learning and to the knowledge base of teachers, teacher educators and curriculum designers.
1.9 Delimitations of the study

Though the present study was conducted in a better comprehensive manner it has got the following delimitations. The experimental space, of the study is delimited to a sample of 269 higher secondary school geography students from five schools under two districts of Kerala, namely, Kottayam and Ernakulam. There are so many models, methods, and strategies are identified, but, in the present study, the investigator developed the lesson designs on the basis of the developed model of teaching based on the objective 'create' as she believed it to be the most effective method for promoting self directed learning among the geography learners at higher secondary level. The study is delimited to the curriculum framework of the Government of Kerala. The content selected for experiment is delimited to the thrust area geography at plus one level. Only three dependent variables, self directed learning, creativity, and academic achievement are considered to test the effectiveness of the developed model. The discipline of the study was confined to geography education because the investigator has proficiency in the same discipline.

1.10 Organization of the report

The present study is organized under following six chapters:

Chapter I: Introduction

This chapter includes the background and rationale of the study. It also describes the Statement of the problem, Definition of key terms, Objectives, Hypotheses, Scope and Delimitations of the study briefly.

Chapter II: Theoretical Overview

The detailed description of the theoretical background of the study is presented in this chapter.
Chapter III: Review of Related Literature

This chapter consists of the related studies and articles that direct the pathway of the study.

Chapter IV: Methodology

The pattern of the investigation followed in a concise manner is detailed in this chapter.

Chapter V: Analysis and Interpretation

This section shows the statistical procedures adopted for analyzing the data obtained and the significant results and discussions emerged.

Chapter VI: Summary and Conclusions

A short resume of the study, major conclusions, educational implications, and suggestions for further research are discussed in this chapter.