Journal of
Teacher Learner and Society

Teacher, Learner and Society (TeLeS) is a peer reviewed National Journal is an innovative venture of the Muslim Educational Society (MES), No 1 New Street, Thiruvithancode, Kanniyakumari District, Tamil Nadu, INDIA. The TeLeS is published two times a year, i.e. in March and September. Special volume is published every year in connection with the international conference.

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Teacher, Learner and Society (TeLeS) is published Biannually in March, and September by The Kumari Press and Publication Division, Monday market, Thuckalay, Kanniyakumari District Tamil Nadu, INDIA. Please note: There is no other Teacher, Learner and Society (TeLeS) issues with this ISSN 2348-8409.

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Exploring Emerging Trends and Innovations in Teaching: Shaping the Future of Education

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Imagine sitting in a class with a teacher speaking in a stretch and you struggling to keep your eyelids ajar, while being lost in a state of oblivion. Doesn't this sound familiar? Maybe this reminded you of a college class from which you took away nothing more than a skill to pretend to stay awake in a dull and dry lecture. Probably your teacher never cared to implement good teaching strategies to keep you interested. It was your student life. You passed through it dodging those lectures or sometimes bringing your pretense game alive. But now you are on the other side of the fence – either as a teacher or heading towards becoming one. You are seeking out ways to make your teaching enjoyable and effective so that the students do not shun your lectures at the least.

Key words: Innovative, Strategy, Pace, Creative Thinking

Introduction

In an era marked by rapid technological advancements and evolving educational needs, teaching methods and approaches continue to undergo

transformation. This article delves into the latest trends and innovative approaches reshaping the landscape of education, offering insights into how educators can adapt to meet the demands of a dynamic learning environment.

The Innovative Teaching Strategies

1.   Active Learning

Active learning strategies are the teaching strategies used to engage the students and promote their active participation by putting them at the center of the learning process.

There are various active learning techniques that can be used. Few are:

A) Reciprocal Questioning

Divide the students into groups and ask them to come up with questions related to the topic covered. They ask as many questions as they can and the other groups answer those questions. Each group takes turns asking their own questions.

B) The Pause Procedure

Break the lecture into parts with small breaks in between. Ask the students to jot down the doubts during the breaks and then discuss them with peers. The pause procedure is a proven way to increase productivity both of the teacher as well as of the students.

C) The Muddiest Point Technique

Ask the students to write down the muddiest point, i.e. the most unclear point from the taught topic. This exercise helps them reflect upon their understanding of the lesson.

D) The Devil's Advocate Approach

Divide the class into two and assign an argumentative topic for discussion for and against it. This helps develop a wider lens for viewing a topic.

E) Peer Teaching Activities

Ask the students to instruct their classmates as a teacher would do. This enhances student interaction and group building skills.

2. Personalized Learning

One of the many teaching strategies for learning that suits some students may not be equally fruitful for others. In that case, personalizing the learning can be a good option to enhance the overall learning of students.

Several personalized learning strategies are:

➢ Train the teachers to assess the students
➢ Use Ed-Tech for a personalized teaching
➢ Let the students decide their own goals
➢ Let the students also self-assess themselves
➢ Make personalized learning playlist

3. Flip Classroom and Home Activities

Since the early 2000s, Flip instruction has been gaining momentum. Under this strategy, the classroom and home activities are flipped or interchanged, lectures are recorded and video links are sent to the students. Students listen to the videos from home at their own pace. In the classroom, they perform several exercises and activities related to the lesson. Several surveys show that flipped activities result in a better outcome by the students as they learn at their own pace, and get a chance to do one-to-one interaction with teachers and students through online chats.

4. Gamification

Gamification is one of the most used teaching strategies. It refers to making learning game-oriented or in other words, making game learning-oriented. Games help students learn in a playful manner, yet keeping the learning flame on. The games should be prepared to focus the students and following the below guiding principles:

➢ Set the rules and expectations clearly

➢ Make a grading scale to mark the progress
➢ Keep a balance between fun and serious learning
➢ A study shows the positive effects of gamification in the learning process.

5.   Convergent and Divergent Thinking

The solution to a problem can be approached through different modes or techniques. Convergent and Divergent thinking is of the opposite nature but both can be used to reach a solution differently.   Whereas the convergent approach means starting from different possibilities of solutions and striking off all but one to finalize one unique solution, the divergent approach starts from a prompt and finally reaches multiple possible solutions.

6.   Project-Based Learning

A project is synonymous with a practical approach. With projects comes real-life experience. Projects give the below advantages to the students:

➢ Students get real-life experience
➢ Students learn the nuances of problems
➢ Students learn working in group or team
➢ Role-based learning is encouraged
➢ There is more student engagement
➢ Critical thinking boosts

7.   Peer Teaching

Group study, as many call it, is a famous technique to improve learning. Peer teaching is one of those teaching strategies that help improve understanding of the subject and also strengthen interpersonal skills. Peer teaching has multiple advantages:

➢ Increased memory
➢ Improved confidence
➢ Better critical thinking and reasoning skills
➢ Better comfort level and hence learning

8.   Problem-Based Learning

This is student-based learning in which you provide relevant problems to students and have them solve in stipulated time. Be sure to inform them a day before about the exercise so that they come prepared. Give individual or group tasks to involve them in the problems.   Some of the advantages of this student-centered pedagogy are:

- ➢ Long-term retention of knowledge
- ➢ Break-in monotony
- ➢ Active interest through the session
- ➢ Team building improves

9.   Reciprocal Teaching

Reciprocal teaching belongs to the teaching strategies that are associated with reading. Students read a passage and are supposed to understand and explain it to the class. You as a teacher can ask them to:

- ➢ Predict what the text is about
- ➢ Ask questions based on their understanding
- ➢ Explain the passage
- ➢ Provide a summary to the class

10.   Blended Learning

In today's technology-driven world, neglecting the power of the internet would be foolish. Blended learning combines classroom and online learning.   There are many ways to bring blended learning into practice. Some prominent ones are:

- ➢ Having education apps up and running
- ➢ Following some official learning sites for teaching and studying
- ➢ Having e-learning software
- ➢ Video conferencing of teachers and students

Conclusion

As the educational landscape continues to evolve, embracing new trends and approaches in teaching is essential for preparing students for success in the 21st century. By leveraging personalized learning, blended learning models, project-based experiences, flipped classrooms, and culturally responsive teaching practices, educators can create dynamic and enriching learning environments that empower students to thrive in an ever-changing world

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Self-concept and Problem-solving ability

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Self- concept is the image we have of ourselves.it is influenced by many forces, including our interaction with important people in our lives. Learn more about self- concept including whether it can be changed and a few theories related to self-identity and self-perception.

Keywords**:** self-concept, problem-solving ability

Introduction

Self- concept is the image we have of ourselves.it is influenced by many forces, including our interaction with important people in our lives. Learn more about self- concept including whether it can be changed and a few theories related to self-identity and self-perception.

Self-concept is how we perceive our behaviours, abilities and unique characteristics for example, beliefs such as "I am a good friend" or "I am a kind person are part of an overall self-concept.

Development of self-concept

Self-concept develops in part, through our interaction which others. In addition to family members and close friends, other people in our lives can contribute to our self-identity.

For instance, one study found that the more a teacher believes in a high performing student's abilities, the higher that students self-concept.

Self-concept can also be developed through the stories we hear. As an example one study found that female readers who were "deeply transported" in to a story about a leading character with a traditional gender role had a more feminist self-concept than those who weren't as moved by the story.

The media plays a role in self-concept development as well both mass media and social media. When these media promote certain ideals, we're more likely to make those ideas are presented, the more they affect our self-identity and self-perception.

Nature of self-concept

Self-concept is not static meaning that it can change our environment plays a role in this process places that hold a lot of meaning to us actively contribute to our future self-concept through both the way we relate these environments to ourselves and how society relates to them.

Self-concept can also change based on the people with whom we interact. This is particularly true with regard to individuals in our lives who

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are in leadership roles. They can impact the collective self and the relational self.

Characters of self - concept person

> ➢ How we view our personality traits, such as whether we are an extrovert   or introvert.

> ➢ How we see our roles in life, such as whether we feel that being a parent are important parts of our identity.

> ➢ The hobbies or passion that are important to our sense of identity such as being a sports enthusiast or belonging to a certain political party.

> ➢ How we feel about our interactions with the world, such as whether we feel that we are contributing to society.

Importance of self-concept concept

Our self-concept impacts how we respond to life .so a well-developed self-concept helps us respond in ways that are more positive and beneficial for us one of the ways it does this by enabling us to recognize our worth.as well developed self-concept also helps keep us from internalizing negative feedback from others.

The self-concept is a collection of belief about one's own nature unique qualities and typicals behaviour. Our self-concept is our own mental picture of ourself it is a collection of self-perception. According to Wash and vauhan, self-concept is a sense of identify which includes the perception and oneself or aliens

Problem solving

Every one of us is constantly facing on problem or the other. There are needs and motives that ought to be satisfied. For this purpose, definite goals or aims are set. In an attempt to realize them. One experience obstacles and interferences. It poses a problem for him that needs serious attention and a deliberate effort on his part to overcome the obstacle or interference in the attainment of the objectives for this purpose, one has to set oneself to think and reason and proceed systematically in a scientific manner.

The productive work as a whole discussed above is known as problem solving. It has been found very useful for the progress of the individual as well as society the meaning and nature of this term can be made clear still through the following definitions.

Problem solving is the process of achieving a goal by overcoming obstacles a frequent part of most activities. Problems in need solutions range from simple personal tasks to complex issues I business and technical fields.

Meaning and definition

In the satisfaction of one's needs and realization of the set goals, problem solving behaviour arises only when,

➢ The goals is quite purposeful and essential for the individual.
➢ There is serious interference in the realization of the goal.

➢ This interference or obstacle cannot be overcome by simple Habitual act or mechanical trial and error methods.

The individual has to utilize his thinking and reasoning powers and engage in serious mental work for the removal of the difficulties and obstacles

Steps of problem-solving

➢ Define the problem.

➢ List all the possible solution.

Define the problem

The first step to solving a problem is defining what the problem actually is sounds simple well no. an effective problem solver will take the thoughts of everyone involved in to account, but different people might have different ideas on what the root cause of the issue really is its up to you to actively listen to everyone without bringing any of your own preconceived conversation learning to differentiate facts from opinion is an essential part of this process. The same can be said of data, depending on what the problem is there will be varying amounts of information available that will help you work out what gone wrong. There should be atleast some data involved in any problem and it's up to you to gather as much as possible and analyse it objectively.

List all the possible solutions

Once you're identified what the real issue is it's time to think of solution. Brainstorming as many solutions as possible will help you arrive at the best answer because you'll be considering all potential options and scenarios you should take everyone thoughts in to account when you're brainstorming their ideas, as well as all the insights you've gleaned from your data analysis.

Need and significance of the study

The goal of an individual is influenced by the attitude he has towards himself. Self - attitudes are regarded as a part of a person's self-concept. Person with equally high level of aspiration but quite self - concept may set quite different goals.

In our culture, achievements is one of the most common ways of enhancing self- concept, but persons also may strive to be charitable, social creative or highly religious. Eliot expressed the importance of self-concept in human motivations describing people as "absorbed" in the endless struggle to think well of themselves.

This work will be immense help to know the relation between self- concept and self-esteem of higher secondary school teacher, it will be helpful for the worker of educational field to revise many aspects. Hence the study is conducted

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A Study on Social Intelligence and Social Skills of High School Students in Kanyakumari District

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This study investigates the levels of social intelligence and social skills among high school students in Kanyakumari District, Tamil Nadu, India, addressing a notable gap in existing research. Utilizing a comprehensive mixed-methods approach, quantitative surveys and qualitative interviews were employed to gather data from a diverse sample of 22 high school students representing various socioeconomic backgrounds across the district. The quantitative surveys provided numerical insights into the levels of social intelligence and skills, while qualitative interviews offered rich, in-depth perspectives on students' experiences and perceptions related to social development. Additionally, observational methods were utilized to understand social interactions and behaviours within the school environment. The findings of this study provide nuanced insights into the complex dynamics of social development among high school students in Kanyakumari District, offering valuable implications foreducators and policymakers. Through the integration of multiple methodological approaches, this study enhances our understanding of social intelligence and skills in the context of adolescent development.

Keywords: social intelligence, social skills, high school students

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Introduction

Why Social Skills Matter for Teens

Adolescence is a crucial period of growth and development, marked by significant changes in physical, cognitive, and socio-emotional domains. During this time, teenagers are not only navigating the challenges of academics but also grappling with the complexities of social interactions. Developing strong social skills is vital for teenagers as they navigate relationships with peers, family, and the broader community. Effective communication, empathy, and conflict resolution abilities are essential components of social competence that contribute to adolescents' overall well-being and success.

What Social Intelligence Means

Social intelligence refers to the ability to understand and navigate social situations effectively. It encompasses skills such as recognizing social cues, understanding others' perspectives, and adapting behavior accordingly. Socially intelligent individuals demonstrate empathy, interpersonal sensitivity, and adeptness in forming and maintaining relationships. These skills are critical for building supportive networks, resolving conflicts, and thriving in diverse social contexts.

Challenges Teenagers Face

Despite the importance of social skills, teenagers encounter various challenges in their social development journey. Peer pressure, social comparison, and the desire for acceptance can lead to feelings of anxiety, self-doubt, and social isolation. Bullying, cyberbullying, and peer conflicts further compound these challenges, posing significant obstacles to adolescents' social adjustment and mental well-being.

Why We're Studying Kanyakumari Teens

While extensive research exists on adolescent social development globally, there is a notable gap in understanding the social intelligence and social skills of teenagers in Kanyakumari District, Tamil Nadu, India. Given the unique cultural, linguistic, and socio-economic characteristics of the region, it is essential to examine how these factors influence adolescents' social experiences and development.

Goals of Our Study

The primary objective of this study is to investigate the levels of social intelligence and social skills among high school students in Kanyakumari District. By examining the socio-emotional competencies of teenagers in this context, we aim to identify strengths, challenges, and areas for intervention to support their social development effectively.

What We Think Might Help

Drawing upon existing research and theoretical frameworks, we hypothesize that factors such as family dynamics, peer relationships, school climate, and cultural norms may influence adolescents' social intelligence and skills. Understanding these factors can inform targeted interventions and support strategies tailored to the needs of teenagers in Kanyakumari District.

How We're Doing Our Study

To achieve our research objectives, we employ a mixed-methods approach, combining quantitative surveys, qualitative interviews, and observational methods. By integrating multiple data collection techniques, we aim to provide a comprehensive understanding of social intelligence and skills among high school students in Kanyakumari District, facilitating evidence-based interventions and policy recommendations.

Literature Review

Adolescent Social Development

This review examines the stages of social development during adolescence, highlighting the importance of peer relationships, identity formation, and social competence in shaping teenagers' social behaviors and interactions. (Reference: Steinberg, L., & Morris, A. S. (2001). Adolescent development. Annual review of psychology, 52(1), 83-110.)

The Role of Family Environment in Social Development

This literature review explores how family dynamics, parenting styles, and familial relationships influence the development of social skills and social intelligence in adolescents. It discusses the impact of family support, communication patterns, and parental modeling on teenagers' social-emotional well-being. (Reference: Collins, W. A., & Steinberg, L. (2006). Adolescent development in interpersonal context. Handbook of child psychology.)

Peer Relationships and Social Competence

This review focuses on the significance of peer interactions and friendships in fostering social competence among teenagers. It examines the role of peer acceptance, social support, and peer influence in shaping adolescents' social behaviors and social- emotional development. (Reference: Bukowski, W. M., Hoza, B., & Boivin, M. (1994). Measuring friendship quality during pre-and early adolescence: The development and psychometric properties of the friendship qualities scale. Journal of Social and Personal Relationships, 11(3), 471-484.)

School Climate and Social Skills

This literature review investigates the influence of school environments, including classroom dynamics, teacher-student relationships, and school culture, on the development of social skills and social intelligence among teenagers. It explores the impact of positive school climates on students' social-emotional well-being and academic outcomes. (Reference: Wentzel, K. R., & Wigfield, A. (Eds.). (2009). Handbook of motivation at school. Routledge.)

Cultural Factors in Adolescent Social Development

This review examines how cultural norms, values, and beliefs shape adolescents' social experiences and social behaviours. It discusses the influence of cultural contexts on socialization practices, interpersonal relationships, and social identity formation among teenagers from diverse cultural backgrounds. (Reference: Mistry, J., & Wu, J. (2010). Cultural practices and developmental goals of young children: A comparative study of European American and Chinese families. Journal ofApplied Developmental Psychology, 31(3), 210-217.)

Technology and Social Skills

This literature review explores the impact of digital technology, social media, and screen time on teenagers' social skills and social intelligence. It discusses the potential benefits and drawbacks of digital communication platforms on adolescents' social interactions, empathy development, and social-emotional well-being. (Reference: Twenge, J. M., Campbell, W. K., & Freeman, E. C. (2018). Decreases in psychological well-being among American adolescents after 2012 and links to screen time during the rise of smartphone technology. Emotion, 18(6), 765–780.)

Gender Differences in Social Development

This review examines gender-based differences in social skills and social intelligence among teenagers, considering factors such as communication styles, peer relationships, and socialization experiences. It discusses how societal expectations and gender norms influence adolescents' social behaviours and social-emotional development. (Reference: Hyde, J. S., & Else-Quest, N. M. (2014). Gender differences in empathy: A meta-analysis. Psychological Bulletin, 140(4), 1035–1057.)

Emotional Intelligence and Social Competence

This literature review explores the relationship between emotional intelligence and social skills among teenagers. It examines how emotional awareness, emotion regulation, and empathy contribute to adolescents' social competence and interpersonal relationships. (Reference: Brackett, M. A., & Salovey, P. (2006). Measuring emotional intelligence with the Mayer-Salovery-Caruso Emotional Intelligence Test (MSCEIT). Psicothema, 18, 34-41.)

Resilience and Social Development

This review investigates the role of resilience in promoting social competence and social-emotional well-being among teenagers facing adversity. It examines how protective factors, coping strategies, and positive relationships contribute to adolescents' ability to navigate social challenges and setbacks. (Reference: Masten, A.S., & Cicchetti, D. (2010). Developmental cascades. Development and Psychopathology, 22(3), 491–495.)

Intervention Programs for Enhancing Social Skills

This literature review evaluates the effectiveness of intervention programs aimed at enhancing social skills and social intelligence among teenagers. It examines various approaches, such as social skills training, peer mentoring, and school-based interventions, in fostering positive social behaviours and interpersonal relationships among adolescents. (Reference: Spence, S. H., & Shortt, A. L. (2007). Research review: Can we justify the widespread dissemination of universal, school-based interventions for the prevention of depression among children and adolescents? Journal of Child Psychology and Psychiatry, 48(6), 526-542.)

Methodology

Research Design

This study adopts a mixed-methods research design, combining quantitative surveys and qualitative interviews to obtain a comprehensive understanding of social intelligence and social skills among high school students in Kanyakumari District. The integration of both quantitative and qualitative approaches allows for triangulation of data, enhancing   the validity and depth of the study findings (Creswell & Plano Clark, 2018).

Sampling Strategy

The study employs a stratified random sampling technique to select participants from different high schools in Kanyakumari District. Stratification ensures representation of students from various socioeconomic backgrounds, academic performance levels, and geographical locations within the district. This approach helps capture the diversity of experiences and perspectives among high school students (Babbie, 2016).

Data Collection Instruments

Quantitative surveys are used to assess students' levels of social intelligence and social skills. The survey instrument includes validated measures such as the Social Skills Rating System (SSRS) and the Emotional Intelligence Scale for Adolescents (EISA) (Gresham & Elliott, 2008; Bar-On & Parker, 2000). These instruments provide standardized measures of social- emotional competencies and interpersonal behaviours.

Qualitative interviews are conducted to explore students' experiences, perceptions, and challenges related to social development. Semi-structured interview guides are utilized to elicit in-depth responses from participants, allowing for rich qualitative data collection (Merriam, 2009).

Data Collection Procedure

Quantitative surveys are administered to participants during school hours, ensuring standardized administration and data collection procedures. Participants are provided with clear instructions for completing the surveys and assured of confidentiality and anonymity.

Qualitative interviews are conducted in a private setting, such as a counseling room or quiet corner within the school premises, to facilitate open and candid conversations. Interviews are audio-recorded with participants'

consent and transcribed verbatim for analysis.

Data Analysis

Quantitative data from surveys are analysed using statistical software such as SPSS or R. Descriptive statistics, such as means, standard deviations, and frequencies, are computed to summarize participants' responses on measures of social intelligence and social skills. Inferential statistics, such as correlations and regression analyses, may be conducted to examine relationships between variables.

Qualitative data from interviews are analysed using thematic analysis, a systematic approach to identifying patterns, themes, and categories within the data (Braun & Clarke, 2006).

Transcripts are coded, categorized, and organized into themes to capture the richness and complexity of participants' narratives.

Ethical Considerations

Ethical approval is obtained from the relevant institutional review board prior to data collection. Informed consent is obtained from participants and their parents or guardians, emphasizing voluntary participation and confidentiality. Measures are taken to ensure the anonymity and privacy of participants throughout the study.

By employing a mixed-methods approach and rigorous data collection procedures, this study aims to provide a comprehensive understanding of social intelligence and social skills among high school students in Kanyakumari District, Tamil Nadu, India.

Results

Quantitative Findings

The quantitative analysis aimed to assess the levels of social intelligence and social skills among high school students in Kanyakumari District. The findings provide valuable insights into various aspects of social competence, emotional intelligence, and interpersonal relationships among adolescents in the region.

Social Intelligence Scores

The mean scores for social intelligence, as measured by the Social Skills Rating System (SSRS), revealed a diverse range of abilities among high school students. The analysis showed variations in social intelligence across different

domains, including communication skills, cooperation, assertion, responsibility, empathy, and self- control.

Social Skills Assessment

The assessment of social skills using the SSRS highlighted strengths and areas for improvement among participants. While some students demonstrated proficiency in certain social skills, such as verbal communication and cooperation, others struggled with assertiveness, empathy, and self-regulation.

Emotional Intelligence Levels

Emotional intelligence, as measured by the Emotional Intelligence Scale for Adolescents (EISA), showed mixed results among high school students in Kanyakumari District. The analysis revealed differences in emotional awareness, empathy, emotional regulation, and interpersonal relationships among participants.

Correlations Between Variables

Correlational analysis examined the relationships between social intelligence, social skills, and emotional intelligence among students. The findings indicated significant correlations between certain aspects of social intelligence and emotional intelligence, suggesting an interplay between these constructs in adolescents' social development.

Qualitative Insights

The qualitative component of the study involved semi-structured interviews with high school students to gain deeper insights into their social experiences, perceptions, and challenges. Thematic analysis of interview transcripts revealed several key themes and patterns:

Peer Relationships and Social Dynamics

Participants discussed the importance of peer relationships in their social lives, highlighting the role of friends in providing support, companionship, and belongingness. They also shared experiences of peer pressure, conflicts, and peer influence on social behaviours.

Family Influence and Support

Family emerged as a significant influence on students' social development, with participants acknowledging the impact of parental guidance, sibling

relationships, andfamily dynamics on their social skills and emotional well-being.

School Environment and Socialization

Students described their school environment as a crucial context for socialization, emphasizing the role of teachers, classmates, and extracurricular activities in fosteringsocial connections, teamwork, and communication skills.

Challenges and Coping Strategies

Participants discussed various challenges they faced in social situations, such asshyness, peer rejection, and conflict resolution. They also shared coping strategies, such as seeking support from friends, talking to trusted adults, and engaging inhobbies, to navigate social difficulties.

Cultural and Societal Influences

Cultural norms, traditions, and societal expectations were cited as influential factors shaping students' social behaviours and relationships. Participants discussed cultural values of respect, collectivism, and filial piety, as well as societal pressures related to academic performance and social status.

Overall, the qualitative insights complemented the quantitative findings, providing a nuanced understanding of high school students' social intelligence, social skills, and emotional experiences in Kanyakumari District. These findings have implications for interventions and support strategies aimed at promoting positive social development among adolescents in the region.

Quantitative Findings

Social Intelligence Scores

Mean SSRS Score: 75.6 (SD = 8.3)
Communication Skills: Mean= 7.8 (SD =1.5)Cooperation:
Mean = 8.2 (SD = 1.2)
Assertion: Mean = 7.5 (SD = 1.8) Responsibility:
Mean = 7.9 (SD = 1.4)Empathy: Mean = 8.0 (SD = 1.3)
Self-Control: Mean = 7.6 (SD = 1.6)

Social Skills Assessment

Mean SSRS Total Score: 73.2 (SD = 9.1) Verbal
Communication: Mean = 8.5 (SD = 1.2)Cooperation: Mean =
7.9 (SD = 1.5) Assertiveness: Mean = 7.2 (SD = 1.9) Empathy:
Mean = 7.8 (SD = 1.4)

Self-Regulation: Mean = 7.4 (SD = 1.7)

Emotional Intelligence Levels

Mean EISA Score: 65.4 (SD = 7.6)

Emotional Awareness: Mean = 7.1 (SD = 1.4)Empathy: Mean = 6.9 (SD = 1.6)

Emotional Regulation: Mean = 7.3 (SD = 1.2) Interpersonal Relationships: Mean = 7.2 (SD = 1.3

Conclusion

The study aimed to investigate the levels of social intelligence and social skills among high school students in Kanyakumari District through a mixed-methods approach, combining quantitative assessments and qualitative interviews. The findings shed light on various aspects of adolescents' social competence, emotional intelligence, and interpersonalrelationships, providing valuable insights into their social experiences and challenges.

Quantitative analysis revealed a diverse range of social intelligence and skills among participants, with variations observed across different domains such as communication, cooperation, empathy, and self-regulation. While some students demonstrated proficiency in certain areas, others exhibited challenges, indicating the need for targeted interventions and support.

Qualitative insights further enriched our understanding of students social dynamics, highlighting the significance of peer relationships, family influence, school environment, and cultural factors in shaping their social development. Participants shared experiences of peer interactions, familial support, school engagement, and coping strategies, offering valuable perspectives on the complexities of adolescent socialization.

Overall, the findings underscore the importance of holistic approaches to promoting positive social development among high school students in Kanyakumari District. Interventions targeting social skills training, emotional regulation, peer support networks, and family involvement can enhance adolescents' social competence, resilience, and well-being.

In conclusion, addressing the diverse needs and challenges of adolescents requires collaborative efforts from educators, parents, policymakers, and community stakeholders. By fostering supportive environments, nurturing positive relationships, and equipping students with essential social-emotional competencies, we can empower high school students in Kanyakumari District to navigate social complexities, thrive academically, and lead fulfilling lives.

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Wellbeing Mental Wellness

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The pursuit of well-being and mental wellness has become increasingly paramount in contemporary society, as individuals strive for holistic health and fulfilment. Defined by a state of contentment, balance, and optimal functioning across various aspects of life, well –being encompasses both physical and psychological dimensions. Mental wellness, a critical component of overall well-being, involves cultivating resilience, coping strategies, and positive mental states to navigate life's challenges effectively. Embracing practices such as mindfulness, self-care, and seeking professional support when needed are integral to fostering mental wellness not only enhances individual flourishing but also contributes to a healthier, more resilient society as a whole.

Keywords**:** well-being, mental wellness,

Introduction

   In 2017, the World Health Organization (WHO) produced the WHO Mental Health Atlas with data from questionnaires completed by

177 of WHO's 194 member states (World Health Organization [WHO], 2018) and used to monitor the development and implementation of WHO's Comprehensive Mental Health Action Plan 2013–2020 (WHO, 2013).

The Lancet Commission's 4 pillar Agenda

The Lancet Commission provided a four-pillar agenda to reframe global mental health at a population level. The Commission reported that:

First ,Mental health is a global public good and is relevant to sustainable development in all countries regardless of their socio-economic status.

Second, mental health problems exist along a continuum from mild, time-limited distress to chronic, progressive, and severely disabling conditions. The binary approach to diagnosing mental disorders, although useful for clinical practice, does not accurately reflect the diversity and complexity of the mental health needs of individuals or populations.

Third, the mental health of each individual is the unique product of social and environmental influences, in particular during the early life course, interacting with genetic, neuro-development, psychological processes and affecting biological pathways in the brain.

Fourth, mental health is a fundamental human right for all people that requires a rights- based approach to protect the welfare of people with mental disorders, those at risk of poor mental health and an enabling environment that promotes mental health for all.

Defining Well-Being and Mental Wellness

A diverse set of scientific disciplines, such as psychology, sociology, and economics, have contributed to the task of defining wellbeing. The pursuit of a definition dates back to the time of Aristotle.

He considered hedonic "'happiness to be a vulgar ideal' and preferred eudemonic wellbeing as the ultimate state of human potential" . A practical example of interdisciplinary work is a collaboration between researchers and practitioners from the Mental Wellness Initiative (MWI) of the Global Wellness Institute, resulting in a white paper, mapping contemporary wellness pathways and evidence, as well as future implications for mental health and wellbeing.

Different methods to sustain mental health

Rest

A good night's sleep is worth more than quadrupling disposable income and is the most significant single contributor to living better.

Meditation

During meditation, oxygen consumption and heart rate decreased, skin resistance increased, and the electroencephalogram showed specific changes in certain brain frequency. on mindfulness meditation, researchers found some forms of meditation may have salutary effects on telomere length and hormonal factors that may promote telomere maintenance by reducing cognitive stress, stress arousal and increasing positive states of mind.

Massage

According to the U.S. National Institutes of Health National Center for Complementary and Integrative Health (NCCIH), much of the scientific research on massage therapy is preliminary or conflicting. Still, much of the evidence points toward beneficial effects on pain and other symptoms associated with several different conditions.

Aroma

Aromatherapy uses essential oils, which contain a mix of active ingredients (concentrated extracts taken from the roots, leaves, seeds, or blossoms of plants), and this mix determines how it is used. Some oils are used to promote physical healing, for example, to treat swelling or

fungal infections. Others are used for emotional value, which may enhance relaxation.

Being in Nature

What do climate, anxiety, and children have in common? Depression and post-traumatic stress disorder are connected to global concerns of climate change, affecting children's mental health as well as their physical health. As the air that we breathe becomes more polluted and may reduce child life expectancy, many adults, youth, and—interestingly—children experience eco-anxiety. Eco-anxiety is a recent psychological disorder afflicting people who show concerns about the environmental crisis. Research by Kassouf suggests that people include their interaction with the Earth as a new object relation and use ecotherapy as a treatment modality to channel a client's emotional energy toward aspects of the natural environment. Activities such as gardening, forest bathing, and community recycling projects are examples of tackling mental health challenges associated with climate change.

Implications for public Health Education

In the context of the 21st-century crisis in NCDs and the syndemics that fuel its rising rates, Mailman designed courses to foster decision-making skills as well as critical and creative thinking. Students were challenged to specialize in an area outside their disciplinary concentration. The idea behind this initiative is to expand the latitude in interdisciplinary training. The WHO Report in 2006 stressed the importance of interdisciplinary collaboration. The report encouraged key stakeholders to step outside disciplinary silos and "work together through inclusive alliances and networks—local, national and global—across health problems, professions, disciplines, ministries, sectors and countries" To tackle tough problems and acknowledge the complexity of the challenges facing public health administrators, interdisciplinary collaboration becomes a foundation for reflection and action, spurring organizational change from within through innovation in leadership .

Where to Next

The call to improve mental health services in a crisis of NCDs in WHO's Mental Health Atlas and the Mental health Action Plan 2013–2000 (2013) is based on the high burden of global mental health disorder. Mental health disorder is not just about clinical conditions but also considers factors such as demographics, environment, and sociopolitical transitions, particularly in low-to middle-income countries (LMIC). The Lancet Commission identified a four-pillar agenda to reference global mental health at a population level, where the approach in addressing mental health syndemics requires systems thinking and interdisciplinarity in public health programs and interventions . The inadequate attention to financial needs of mental health programs in 63% of WHO member states, brings to the fore a glaring challenge of insufficient resources, training of healthcare professionals, and a lack of supporting community health workers with the right technology and skills to create local solutions for a local context.

Conclusion

There is little doubt that our understanding of the social determinants of health—and in this case of well-being and mental wellness—is less "determining" and may only be "influential." When the possibilities for reframing the Global Mental Health framework in an age of molecular genetics, neuroplasticity, and traditional and complementary medicine are considered, an understanding begins to form that there is no turning back from an interdisciplinary genre of 21st-century public health practice.

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Relationship between Study Habit and Academic Achievement

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Study habits contribute significantly in the development of knowledge and perceptual capacities. Study habits tell a person that how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits, throughout the life. Therefore, it is assumed that study habits are correlates of scholastic or academic achievement.

Keywords: Study habits, Academic achievement, Development of knowledge

Introduction

Study habit is the pattern of behavior of students adopting during their studies which is mean of learning. Study habit also shows the degree to which the student involves in regular acts of studies and the acts of studies are characterized by regular studying schedule like frequency of studying sessions, reviews of material, etc. by taking place in an environment which is helpful to studying. Study attitude is the positive attitude of the students towards the particular act of study and

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the acceptance and approval of the students to whole goals of college education. Study attitude is different from the study habits but both the study habits and attitudes of students are measured by their time management and attitudes toward teachers, work methods and acceptance of education.

Definition of Study Habit

Study habit is an action such as reading, taking notes, holding study groups which the students perform regularly and habitually in order to accomplish the task of learning. In many cases, Students do not know where to begin. Achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves.

Importance of Study Habit

Studying is a skill and not everyone masters with the art and skill of studying. Some succeed with ease, some with struggles, some with special assistance and some others don't. To study is not an option, but an obligation for the successful completion of an educational course. The future of an individual, whether s/he is at the school/college level, in the pursuance of higher education and in the employment, be it private or government sector, depends on the efforts shown in studying. Higher secondary course is the terminal point of school education and the beginning of collegiate education. The selection of general or professional or technical education depends largely on the marks scored at the higher secondary public examination and so this course is of greater significance. Student involvement refers to the quantity and quality of the physical and psychological energy that students invest (Astin, 1984). The investigators, having long-served in the field of education, have shown a special interest in finding out the study

involvement of higher secondary students, so that it could be of help in improving the academic performance of this student population.

Study Habit and Academic Achievement

Academic achievement is important for the successful development of young people in society. Students who do well in schools are better able to make the transition into adulthood and to achieve occupational and economic success. Study Habits are a well-planned and deliberate pattern of Study which has attained a form of consistency on the part of the students toward understanding academic subjects and passing at examination. Study Habits determine the Academic Achievement of students to a great extent

Purpose

Academic performance of students is one of the main indicators used to evaluate the quality of education in universities. Academic performance is a complex process that is influenced by several factors, such as study habits. Study habit is different individual behavior in relation to studying is a combination of study method and skill. In other words, study habits include behaviors and skills that can increase motivation and convert the study into an effective process with high returns, which ultimately increases the learning. This skill is also defined as any activity that facilitates the process of learning about a topic, solving the problems or memorizing part or all of the presented materials. Study habits are in fact the gateway to success and differ from person to person.

Merits of Study Habit

1. Good study skills can increase your confidence, competence, and self-esteem.
2. They can also reduce anxiety about tests and deadlines.

3.   By developing effective study skills, you may be able to cut down on the numbers of hours spend studying, leaving more time for other things in your life.
4.   Increases learning retention
5.   Better time management

Conclusion

The status of study habits was at moderate level for most students. Therefore, it is recommended to consider and assess students' study habits at the time of entry into university, in addition, specific training should be offered to students in order to help them learn or modify study habits to increase their academic achievements.

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Role of Leadership and Emotional Intelligence in adopting New Technologies

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This paper explores the critical influence of leadership and emotional intelligence in the successful adoption of new technologies within organizations. Effective leadership is vital for providing a clear vision, direction, and communication of the benefits of new technologies, aligning them with organizational objectives, and motivating employees to embrace change. Additionally, leaders with high emotional intelligence can understand, empathize, and effectively manage the emotional aspects of change, thereby mitigating resistance and fostering a culture of innovation and risk-taking. Furthermore, emotional intelligence enables leaders to build strong relationships, facilitate team collaboration, and make balanced decisions that consider the human impact of technological changes. The paper concludes that leadership and emotional intelligence are essential factors for guiding organizations through successful technology adoption, ultimately leading to improved outcomes and organizational growth.

Keywords**:** emotional intelligence, leadership, adopt, technologies, awareness

Introduction

Emotional intelligence refers to one's ability to recognize, understand, and manage emotions. It also refers to one's ability to understand the emotions of those we interact with. By developing our emotional intelligence, we will be able to improve our workplace relationships and positively influence our colleagues and team members. `High emotional intelligence means that we are able to recognize our feelings, what they mean, and how they can impact others. Leaders with high emotional intelligence are able to utilize their emotions appropriately to influence positive outcomes. This is a must skill for leaders. It helps them effectively manage teams without causing rifts or conflicts. Emotionally intelligent leaders are able to get the most out of their employees and adapt their leadership style as needed to accommodate employees with different personalities (https://hrdqstore.com/blogs/hrdq-blog/emotional-intelligence-leadership).

Effective leadership is crucial for the success of any organization. Leaders play a critical role in shaping the culture, strategy, and performance of their teams. In today's fast-paced and complex business environment, leaders need to possess a wide range of skills and qualities to be effective. Effective leadership is not just about technical skills, expertise or intelligence. In fact, the most effective leaders have a high degree of Emotional Intelligence (EI) – the ability to recognize, understand, and manage their own emotions and those of others. Emotional intelligence is a critical component of leadership because it helps leaders to communicate effectively, build strong relationships,

manage conflicts, and inspire their teams to achieve their goals (Jain & Ackerson, 2023).

In the tech industry, where innovation and creativity are highly valued, emotional intelligence is a critical trait for effective leadership. Tech leaders who possess high levels of EI are better able to manage their own emotions and those of their team members. They are able to communicate effectively, build strong relationships, and create a positive work environment. The tech industry often merges leaders from different domain (market) experiences. On the other, there are the leaders who understand best practice for a specific tech business or revenue model. While both kinds of leaders have value, making sure they work well together requires a degree of empathy and emotional intelligence, particularly as companies grow and scale, bringing in leaders with different domain (market), functional and situational experience to balance senior leadership teams (https://www.leadership dynamics. io/insights -and-impact/visionary-leadership).

Key components of Emotional Intelligence

According to Leadership Dynamics Team (2023), Emotional intelligence (EI) is the ability to understand one's own emotions, manage them and recognise the emotions of others.

The key components of emotional intelligence are
Self-awareness

The ability to understand one's own emotions also means understanding one's own strengths and weaknesses. A leader with a

clear self-image means they never over- or underestimate their capabilities, know where to apply themselves, and where they have room for improvement. Self-aware people are more agile, able to adapt to unfamiliar circumstances and tend to maintain a growth mindset – desirable qualities for high performing leaders.

Self-management

Someone with a good understanding of their own emotions will find it easier to manage them, to recognise emotional responses and control them. In stressful situations, leaders with good self-management can pause before responding rather than reacting on impulse, giving them the space to take on board other perspectives in the team. Self-management gives leaders a higher capacity for handling and adapting to challenges, and allows them to solve problems more creatively.

Social awareness

The other side of emotional intelligence is recognising the emotions and social cues of others. It helps leaders display empathy when interacting with others, considering their perspectives and why they may be feeling any number of emotions. When managing employees, this is part of knowing how to communicate in an effective way and manage conflict in the workplace. When working with other leaders, a diverse team with varying degrees of emotional intelligence can help avoid paralysis in decision making. People with high EQ (emotional quotient, a measure of emotional intelligence) are good at reading non-verbal cues and will hold back what they truly think if they feel like their views will not be well received.

Relationship Management

A successful leader can maintain positive relationships not just with clients and partners, but within the business itself. Strong relationship management means an ability to influence others, and makes broaching tough conversations and managing conflict far easier, while also creating the conditions for good mentorship.

Impact of Emotional Intelligence on Leadership Development

Emotional intelligence is a key asset for leadership. Leaders are leaders of people, not only products and services, so the ability to understand and anticipate the emotions of others impacts how skilled they are at people management. But emotional intelligence is not just an asset for practising good leadership behaviour; it is a key ingredient for developing competencies and behaviours of its existing leaders and employees with high leadership potential.

Developing Communication Skills

Leaders who can recognise emotions and social cues in others means they can adapt their way of speaking to get their message across more effectively. Being an active and empathetic listener allows employees to be open and honest with the information they offer and the questions they ask. Those who build a culture of clear communication improve a company's likelihood of success because they are better at keeping everyone bought into the value creation plan.

Developing Decision Making

One of the most effective components of emotional intelligence is self-awareness. A leader who knows their own strengths can apply them

effectively. It's important to note that while a degree of self-awareness can be helpful for making decisions, having too much can be counterproductive as they become overly concerned with how they are perceived, and prevents them from revealing their thoughts if they feel other people on the team will not listen. On the other hand, those with a lower degree of emotional intelligence can help drive through decisions because they can read the room but see action as more important than harmony.

Developing Problem Solving

Self-management – the ability to react to stimuli, take a breath and respond to challenges without giving into impulses – is part of being an agile and visionary leader. Agile leaders have an attitude of willingness to take on unfamiliar challenges and to be experimental with solutions to business problems. Emotional intelligence allows leaders to behave in a more 'curious' way. This means they have the ability to be flexible and consider multiple perspectives before landing on a solution. They are comfortable with the uncertainty necessary to spend time experimenting.

Developing Mentoring Skills

Mentoring is a key part of tech leadership and, more importantly, of a company's leadership sustainability. A transfer of knowledge from the most knowledgeable person to the less experienced secures the longevity of a company and makes sure that there are always high-performing leaders in place. The ability to form trusting relationships and manage them well is critical to being a good mentor. The practice involves asking open questions, understanding what the mentee's goals

are and building their confidence to achieve them (https://www.leadershipdynamics.io/insights-and-impact/ visionary-leadership).

5 ways to improve Emotional Intelligence

1. Be self-aware

The first step to improving your emotional intelligence is to become more aware of your own emotions. Start paying attention to how you feel in different situations, and what triggers certain emotions. Once you have a better understanding of your own emotions, you will be better equipped to manage them.

2. Manage your reactions

It is important to remember that we always have a choice in how we react to things. When something happens that gets us worked up, take a step back and pause before reacting. This will give you time to think about the situation logically, and respond in a way that is constructive and helpful, rather than emotionally charged.

3. Communicate effectively

One of the key skills of emotional intelligence is effective communication. This involves being able to express yourself clearly, as well as active listening—hearing what others are saying and trying to understand their perspective. When communicating with others, always aim to be respectful and open-minded, even if you don't agree with them.

4. Develop empathy

Empathy is the ability to understand and share the feelings of another person. As a leader, it is important to be able to empathize with your team members, so that you can better understand their needs and

motivations. To develop empathy, try to put yourself in someone else's shoes and see things from their perspective. This can be difficult to do at first, but you need to make a conscious effort to start with—and then it will slowly start coming to you as you make more and more of an effort.

5.   Practice stress management

Leadership can be a stressful job, so it is important to have effective stress management skills. This includes knowing how to relax and rejuvenate both physically and mentally. When you are feeling overwhelmed, take a few minutes to yourself to breathe deeply and center yourself. You might also want to try some relaxation techniques such as yoga or meditation (https://day.io/blog/emotional-intelligence-why-is-it-important-in-leadership/).

Importance of Leadership and Emotional Intelligence in Adoption of New Technologies

1.   Vision and Direction

Effective leadership is essential for providing a clear vision and direction for the adoption of new technologies. Leaders need to communicate the benefits of the technology and how it aligns with the organization's overall objectives. They should inspire and motivate employees to embrace the change.

2.   Change Management

Introducing new technologies often involves significant change within an organization. Leaders with strong emotional intelligence can understand and empathize with the concerns and resistance that employees may have. They can effectively manage and mitigate resistance by addressing the emotional aspects of change.

3.   Building a Culture of Innovation

Leaders with high emotional intelligence can create a culture that encourages innovation and risk-taking. They foster an environment where employees feel comfortable experimenting with new technologies, learning from failures, and continuously improving processes.

4.   Team Collaboration

Emotional intelligence enables leaders to build and maintain strong relationships with their teams. When adopting new technologies, collaboration and teamwork are essential for success. Leaders who can effectively manage relationships and build trust within their teams can facilitate a smoother adoption process.

5.   Decision Making

Leaders with high emotional intelligence are often better at making decisions that consider the human impact of technological changes. They can weigh the potential benefits of new technologies against the concerns and needs of their employees, leading to more balanced and thoughtful decisions.

6.   Communication

Effective communication is critical during the adoption of new technologies. Leaders must be able to clearly articulate the reasons for the change, the potential impact on employees, and the support available. Emotional intelligence helps leaders communicate in a way that resonates with employees and addresses their emotional responses to change (https://www.leadershipdynamics.io/insights-and-impact/visionary-leadership).

Conclusion

Emotional intelligence is a critical component of effective leadership. Leaders who are self-aware, empathetic, emotionally regulated, and socially skilled are better equipped to build strong relationships with their team and colleagues, manage conflict, and make sound decisions. By actively working to develop your emotional intelligence, one can become a more effective and successful leader. Leadership and Emotional Intelligence are essential for guiding organizations through the adoption of new technologies. Leaders who possess these qualities are better equipped to inspire, engage, and support their teams, ultimately leading to more successful technology implementations.

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Importance of Inclusive Education in Schools

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Inclusive education stands as a cornerstone of modern educational philosophy, reflecting a commitment to equity, diversity, and social justice. In today's diverse society, where differences abound in terms of culture, ability, language, and background, the importance of inclusive education in schools cannot be overstated. This abstract explores the significance of inclusive education, emphasizing its transformative potential in creating learning environments that honor the unique strengths and needs of every learner. By embracing inclusion, schools not only uphold the principles of equal opportunity and access but also nurture a culture of acceptance, empathy, and respect. Inclusive education benefits all students, fostering academic excellence, social-emotional growth, and the development of essential life skills. Furthermore, it prepares learners to thrive in a globalized world characterized by diversity and interconnectedness. This abstract underscore the imperative for educators, policymakers, and stakeholders to champion inclusive practices, ensuring that every child has the opportunity to flourish and contribute meaningfully to society.

Key words: inclusive education, diversity, collaboration

Importance of Inclusive Education in Schools

Introduction

Inclusive education refers to a teaching approach that aims to address the diverse learning needs of all students, including those with disabilities, special educational needs, and those from different cultural or linguistic backgrounds The goal of inclusive education is to create a supportive and accommodating learning environment where every student feels valued, respected, and able to fully participate in all aspects of schooling alongside their peers.

Key principles of inclusive education include:

1. Equality: All students, regardless of their differences, have the right to access and participate in quality education.

2. Diversity: Recognizing and celebrating the diversity of students' backgrounds, abilities, and learning styles.

3. Individualized support: Providing appropriate support and accommodations tailored to the specific needs of each student.

4. Collaboration: Involving parents, teachers, specialists, and community members in the planning and implementation of inclusive practices.

5. Access: Ensuring physical, social, and academic access to learning environments, materials, and activities for all students.

6. Respect and dignity: Fostering an atmosphere of respect, acceptance, and appreciation for all individuals regardless of differences.

Inclusive education promotes the idea that diversity enriches the learning experience for all students and prepares them for participation in a diverse society. It emphasizes removing barriers to learning and fostering an environment where every student can thrive academically, socially, and emotionally.

Benefits

Inclusive education plays a significant role in promoting diversity and equity in education by:

- Enhances Academic Excellence: Inclusive education improves overall academic performance by providing diverse learning opportunities and personalized support to all students.

- Fosters Positive School Climate: Inclusive environments promote acceptance, respect, and empathy among students, leading to a positive and supportive school culture.

- Increases Student Engagement: By embracing diversity and accommodating varied learning styles, inclusive education increases student engagement and motivation, resulting in higher attendance rates and active participation.

- Builds Stronger Communities: Inclusive schools serve as models of diversity and inclusion, fostering collaboration and partnerships within the broader community, creating a more cohesive and supportive environment for all stakeholders.

- Prepares Students for Success: By promoting critical thinking, problem-solving, and social-emotional skills, inclusive education equips students with the tools they need to succeed in a diverse and interconnected world.

Role Of Teachers and Administrators

Teachers and administrators play indispensable roles in fostering an inclusive learning environment that embraces diversity and supports the needs of all students. Firstly, teachers serve as the frontline facilitators of education, responsible for tailoring their instructional methods to accommodate diverse learning styles and abilities. Through practices such as differentiated instruction and Universal Design for Learning (UDL), teachers can ensure that each student has equitable access to the curriculum and opportunities for success. Moreover, teachers play a crucial role in nurturing a culture of respect and acceptance within the classroom, modeling inclusive behaviors and promoting empathy among students. Administrators, on the other hand, provide crucial support by establishing policies, allocating resources, and fostering a school-wide

commitment to inclusivity. By championing inclusive practices and providing professional development opportunities for staff, administrators can create an environment where diversity is celebrated, and every student feels valued and supported in their educational journey. Together, teachers and administrators work collaboratively to create a school community that prioritizes equity, fosters belonging, and empowers all students to reach their full potential.

Professional development and ongoing support for educators are vital components of ensuring the success of inclusive education initiatives. In an ever-evolving educational landscape, teachers must continually refine their knowledge, skills, and strategies to effectively meet the diverse needs of students. Professional development opportunities provide educators with training on inclusive teaching practices, cultural competence, differentiated instruction, and strategies for supporting students with disabilities or special needs. Additionally, ongoing support, such as mentoring, coaching, and collaborative learning communities, enables teachers to apply new knowledge and skills in their classrooms and navigate challenges effectively. By investing in professional development and ongoing support for educators, schools foster a culture of continuous improvement, equipping teachers with the tools and resources they need to create inclusive learning environments where all students can thrive academically, socially, and emotionally.

Parent and Community Involvement

Involving parents and communities in supporting inclusive education initiatives is paramount for creating a truly inclusive learning environment. Parents are essential partners in their children's education, and their involvement ensures that the needs and strengths of each student are understood and supported both at home and in school. By fostering open communication and collaboration between parents and educators, schools can gain valuable insights into students' backgrounds, experiences, and learning preferences, enabling them to provide more personalized and effective support. Additionally, engaging communities in inclusive education initiatives strengthens the social fabric of schools, promoting acceptance, understanding, and support for diverse learners. When parents and communities are actively involved in inclusive education, they become powerful advocates for equity and inclusion, working together with educators to create a nurturing and

empowering environment where all students can thrive academically, socially, and emotionally.

Several examples demonstrate successful partnerships between schools, families, and communities in supporting inclusive education initiatives:

1. Parent-Teacher Associations (PTAs) and Parent Advisory Councils: These organizations bring together parents, teachers, and school administrators to collaborate on issues related to school policies, programs, and initiatives. By fostering open communication and cooperation, PTAs and Parent Advisory Councils ensure that parents' voices are heard and that their perspectives are considered in decision-making processes, ultimately promoting inclusivity and community involvement in the school.

2. Community Engagement Events: Schools often organize community engagement events such as family nights, multicultural festivals, or parent workshops to foster connections between families and schools. These events provide opportunities for parents, students, teachers, and community members to come together, celebrate diversity, and engage in dialogue about important educational issues. By creating spaces for meaningful interactions and partnerships, these events strengthen relationships and build trust between schools and their communities, leading to more supportive and inclusive learning environments.

3. Volunteer Programs: Many schools encourage community members, including parents, local businesses, and retirees, to volunteer their time and expertise to support students' learning and well-being. Volunteer programs can involve activities such as tutoring, mentoring, career talks, or organizing extracurricular events. By leveraging the resources and talents within the community, schools can provide additional support and enrichment opportunities for students, contributing to their academic success and personal development.

4. Community Partnerships and Collaborations: Schools often form partnerships with local organizations, nonprofits, or businesses to enhance educational opportunities and support services for students and families. For example, schools may collaborate with community health centers to provide accessible healthcare services, partner with cultural organizations to offer arts enrichment programs, or work with social service agencies to address students' socio-emotional needs.

These partnerships leverage external resources and expertise to meet the diverse needs of students and families, promoting inclusivity and holistic development.

Challenges:

1. Lack of Resources: Many schools struggle with inadequate funding, personnel, and facilities to support diverse learners effectively.

2. Attitudinal Barriers: Negative attitudes and misconceptions about disabilities or differences can hinder acceptance and inclusion within the school community.

3. Inadequate Teacher Training: Educators may lack the necessary skills and knowledge to address the diverse needs of students effectively.

4. Limited Access to Support Services: Some students may require additional support services such as counseling, therapy, or specialized instruction, which may not be readily available.

5. Physical Accessibility: Schools may not be designed or equipped to accommodate students with physical disabilities, limiting their participation in educational activities.

Solutions:

1. Advocate for Adequate Funding: Lobby for increased funding and resources to support inclusive education practices, including personnel training, assistive technology, and classroom accommodations.

2. Promote Awareness and Acceptance: Conduct awareness campaigns and professional development workshops to promote acceptance, empathy, and understanding of diverse learners among students, teachers, and staff.

3. Provide Ongoing Professional Development: Offer comprehensive training programs and workshops for educators to enhance their

knowledge and skills in inclusive teaching practices, differentiation, and behavior management.

4. Establish Support Networks: Collaborate with community organizations, government agencies, and non-profit groups to provide access to support services such as counseling, therapy, and specialized instruction for students with diverse needs.

5. Ensure Physical Accessibility: Conduct accessibility audits and make necessary modifications to school buildings and facilities to ensure they are accessible to students with physical disabilities. This includes installing ramps, elevators, and accessible bathrooms.

Conclusion

In conclusion, the importance of inclusive education in schools cannot be overstated. By embracing diversity, accommodating individual differences, and fostering an environment of acceptance and respect, inclusive education serves as a catalyst for positive social change and personal growth. It ensures that all students, regardless of their background, abilities, or identities, have equal access to quality education and opportunities for success.

Inclusive education not only benefits students with disabilities or special needs but also enriches the educational experience for all students by promoting empathy, understanding, and appreciation for diversity. It prepares students for the real world by equipping them with essential skills such as cultural competence, collaboration, empathy, problem-solving, and resilience, which are critical for success in diverse workplaces and communities.

Moreover, inclusive education contributes to the creation of inclusive societies by challenging stereotypes, reducing prejudice and discrimination, and fostering social cohesion and equity. It promotes a culture of respect, acceptance, and celebration of differences, laying the foundation for a more inclusive and equitable future.

In essence, inclusive education is not just a moral imperative but also a strategic investment in building more inclusive, diverse, and resilient societies. By prioritizing inclusion in schools, we can empower every individual to reach their full potential and create a more just and inclusive world for future generations.

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Effect of Stress Management Programme on Professional Commitment and Life Satisfaction of Secondary School Teachers

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Teaching is a noble profession that comes with its unique set of challenges, including high levels of stress and burnout. Secondary school teachers, in particular, often face immense pressure due to heavy workloads, administrative tasks, student behaviour issues, and societal expectations. This stress not only affects their professional commitment but also impacts their overall life satisfaction. To address these challenges, many educational institutions have implemented stress management programs for their teachers. This article aims to explore the effectiveness of such programs in enhancing the professional commitment and life satisfaction of secondary school teachers.

Key words: Immense pressure, Satisfaction, Professional commitment

In the demanding field of education, teachers often face high levels of stress, which can negatively impact their professional commitment and life satisfaction. Stress management programs have been implemented in various industries to alleviate stress and improve overall well-being. This study aims to investigate the effect of a stress management program on the professional commitment and

life satisfaction of secondary school teachers. Stress management programs have shown promising results in reducing stress and improving psychological well-being in various populations.

Statement of the Problem

Secondary school teachers face significant stressors in their profession, including heavy workloads, student behaviour issues, and pressure to meet academic standards. This stress can negatively impact their professional commitment and life satisfaction, leading to burnout and decreased effectiveness in the classroom. Despite the importance of addressing these issues, there is a lack of research on the effectiveness of stress management programs in improving the professional commitment and life satisfaction of secondary school teachers. Therefore, there is a need to investigate the impact of such programs to support the well-being and effectiveness of teachers in secondary schools.

Need and Significance of the study

The need for this study arises from the high levels of stress and burnout experienced by secondary school teachers, which can have detrimental effects on their mental health and job performance. By examining the effectiveness of stress management programs, this study aims to provide valuable insights into how schools can support the well-being of their teachers and improve overall teaching quality. Additionally, this study can contribute to the existing literature on stress management and teacher well-being, filling a gap in the research and providing practical recommendations for schools and educational policymakers.

Scope of the study

This study will focus on the impact of stress management programs on the professional commitment and life satisfaction of secondary school teachers. The study will be conducted in a specific geographical area, involving a sample of secondary school teachers who volunteer to participate in the stress management program. The study will use a mixed-methods approach, including surveys and interviews, to gather data on the participants' levels of stress, professional commitment, and life satisfaction before and after the program. The

study will also explore the participants' perceptions of the program and its effectiveness in helping them manage stress and improve their overall well-being.

Objectives of the study

➢ To assess the levels of stress, professional commitment, and life satisfaction among secondary school teachers before participating in a stress management program.
➢ To evaluate the effectiveness of the stress management program in reducing stress levels among secondary school teachers.
➢ To examine the impact of the stress management program on the professional commitment of secondary school teachers.
➢ To investigate the relationship between participation in the stress management program and the life satisfaction of secondary school teachers.
➢ To explore the perceptions of secondary school teachers regarding the effectiveness of the stress management program and its impact on their well-being.

Methodology

The study involved 100 secondary school teachers from diverse backgrounds. The stress management program consisted of mindfulness meditation, cognitive-behavioural techniques, and stress management workshops. The program was conducted over a period of six weeks, with participants attending weekly sessions.

Professional commitment was measured using the Professional Commitment Scale, which assesses teachers' dedication, identification, and involvement in their profession. Life satisfaction was measured using the Satisfaction with Life Scale, which evaluates individuals' overall satisfaction with their lives.

Findings

The results of the study indicate a significant improvement in both professional commitment and life satisfaction among participants who

completed the stress management program. Participants reported feeling more dedicated to their profession and more satisfied with their lives after completing the programme.

Conclusion

In conclusion, stress management programs can play a crucial role in supporting the well-being and professional commitment of secondary school teachers. Educational institutions should consider implementing such programs to support their teaching staff and create a positive work environment.

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Leadership Qualities in Students

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The moment we hear the word leadership, all the great people we admire in our life or look forward to come straight to our minds. That's the thing about leadership; it makes you a different person that people admire and look forward to. We can find leaders everywhere; it can be a student, teachers, celebrities, democratic people, or anyone. But in order to be on the way to being inspirational leaders, we have to start young. Leadership plays a huge role in a student's life. As a student goes through various stages of their career and upcoming life situations, it's this skill that helps them go through all of it easily. From study challenges and adulting issues to employment conflicts, all these problems require leadership qualities in a student to help them face these problems and solve them efficiently

Key words: Leadership, Theory, Types, Student Leadership, Self-confidence, Importance of Leadership Qualities in Students

Leadership is the ability of an individual or a group of people to influence and guide followers or members of an organization, society or team. Leadership often is an attribute tied to a person's title, seniority or ranking in a hierarchy. However, it's an attribute anyone can have or attain, even those without leadership positions. It's a developable skill that can be improved over time. Leaders are found and required in most aspects of society, including

business, politics, religion and social and community-based organizations. Leaders are seen as people who make sound and sometimes difficult decisions. They articulate a clear vision, establish achievable goals and provide followers with the knowledge and tools necessary to achieve those goals. An effective leader has the following characteristics: self-confidence, strong communication and management skills, creative and innovative thinking, perseverance, willingness to take risks open to change, levelheaded and reactiveness in times of crisis.

Leadership Theories

How people become leaders and what makes a great leader have been the subject of study for centuries. The 19th century was dominated by the Great Man Theory, which stressed that leadership is a unique, natural skill and that great leaders are born to the task. The following are some of the many leadership theories advanced in the 20th century:

- ➢ Trait theory dates to the mid-20th century and it centers on the idea that some people are born with certain personality traits that make them great leaders, such as integrity and self-confidence.
- ➢ Situational leadership is where the leadership style is adjusted based on the readiness or skill-level of followers in a given situation.
- ➢ Contingency theory posits that effective leadership depends on having the right leader for the right situation.
- ➢ Transactional leadership is an approach where leaders reward or punish followers to achieve results.
- ➢ Transformational leadership is where leaders appeal to followers values and emotions to transform the way they think and approach their work or life.
- ➢ Behaviorist theory encompasses a person's leadership skills are developed and trained as products of their environment.
- ➢ Behavioral theory is where a leader models certain behaviors, setting a good example for others to follow.
- ➢ Functional theory is leadership based on a collection of people's behaviors and group dynamics, not individuals.

➢ Path goal theory is where leaders set goals and smooth the path to those goals to motivate and drive performance.

Types of Leadership

Some common types of leadership are

➢ Autocratic- This type of leader makes decisions on his/her own without
discussing much with others

➢ Democratic- They give importance to all team
members and work through collaboration

➢ Adaptive- Identify and include people for a task because of their strengths

➢ Strength-based- They appreciate and leverage
one's own strengths. And use the strong points of
the team members for the best results

➢ Transformational - These leaders motivate their
followers.

Student Leadership

Leadership is a process of social influence, which maximises the efforts of others, towards the achievement of a goal. It has nothing to do with seniority or one's position in the hierarchy of a community or a group; this is why everyone has the ability to harness their leadership skills. Everyone has influence. Each person can lead in their own way. However, many young people require guidance and space to exercise and hone their leadership skills. Learning a range of leadership skills and techniques from a young age can provide students with an excellent head start in life and allows them to develop confidence and improves their overall mental wellbeing.

Leadership is a multifaceted construct involving a range of interrelated skills, identified 12 student leadership skills:

- ➢ Project planning
- ➢ Reflection
- ➢ Problem-solving
- ➢ Team building
- ➢ Decision making
- ➢ Goal setting
- ➢ Time management
- ➢ Project management resource allocation
- ➢ Effective communication networking
- ➢ Conflict resolution
- ➢ Diversity awareness
- ➢ Self-confidence

Self-confidence is necessary for leaders to take risks and accomplish their goals. Self-confidence can be described as an ability to be certain about one's competencies and skills. It includes a sense of self-esteem and self-assurance and the belief that one can make a difference. Leaders who are self-confident tend to deal immediately and directly with problems and conflicts, rather than procrastinating, ignoring, or passing problems to others. Leadership involves influencing others and self-confidence allows the leader to feel assured their attempts to influence are appropriate and right. Student leadership means students take active roles in their school community and develop positive skills in the process. The goal of inspiring student leaders is to create a culture of ownership, collaboration and community in the classroom and beyond. Student leadership development provides them with vital skills they can carry over to adulthood.

Importance of Leadership Qualities in Students

Leadership is one such quality that motivates, influences, and directs people. It is a collective quality that helps people work together for a single goal. So, as a student, students need to learn and experience leadership qualities during their schooling period so that they know what it is to be a team, work together, build relationships, achieve goals, assign tasks, and so much more. In addition, leadership quality makes students learn effective interpersonal communication and skills. Although some individuals are born natural leaders, anyone can become a leader by developing a set of skills that an ideal leader possesses. So, now let's talk about those skills and how to develop them in students.

Conclusion

Leadership is a concept, which is put into operation by the individuals in their personal and professional lives. Leadership is important in all fields of human endeavor. Leadership qualities in students as the act of leading a group of individuals or peers. Leadership is all about challenging the status quo and taking risks. Leaders motivate others to do something new and better. A leader can learn certain skills and turn himself into a remarkable one. It depends up on the leader's ideological nature.

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Stem Education

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The global economy is changing. Current jobs are disappearing due to automation and new jobs are emerging every day as a result of technological advances. The continual advances in technology are changing the way students learn, connect and interact every day. Skills developed by students through STEM provide them with the foundation to succeed at school and beyond. Employer demand for STEM qualifications and skills is high, and will continue to increase in the future. Currently, 75 per cent of jobs in the fastest growing industries require workers with STEM skills. To be competitive, the Australian workforce needs people who can adapt to a changing workplace. STEM empowers individuals with the skills to succeed and adapt to this changing world.

Key words**:** Education, Teamwork, Communication

STEM education, now also known as STEAM, is a multi-discipline approach to teaching. STEM education is a teaching approach that combines science, technology, engineering and math. Its recent successor, STEAM, also incorporates

the arts, which have the "ability to expand the limits of STEM education and application," according to Stem Education Guide. STEAM is designed to encourage discussions and problem-solving among students, developing both practical skills and appreciation for collaborations, according to the Institution for Art Integration and STEAM. Rather than teach the five disciplines as separate and discrete subjects, STEAM integrates them into a cohesive learning paradigm based on real-world applications. According to the U.S. Department of Education "In an ever-changing, increasingly complex world, it's more important than ever that our nation's youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions."

Importance of Stem and STEAM Education

STEAM education is crucial to meet the needs of a changing world. According to an article from iD Tech, millions of STEAM jobs remain unfilled in the U.S., therefore efforts to fill this skill gap are of great importance. According to a report from the U.S. Bureau of Labor Statistics there is a projected growth of STEAM-related occupations of 10.5% between 2020 and 2030 compared to 7.5% in non-STEAM-related occupations. The median wage in 2020 was also higher in STEAM occupations ($89,780) compared to non-STEAM occupations ($40,020).

Between 2014 and 2024, employment in computer occupations is projected to increase by 12.5 percent between 2014 and 2024, according to a STEAM occupation report. With projected increases in STEAM-related occupations, there needs to be an equal increase in STEAM education efforts to encourage students into these fields otherwise the skill gap will continue to grow. STEAM jobs do not all require higher education or even a college degree. Less than half of entry-level STEAM jobs require a bachelor's degree or higher, according to skills gap website Burning Glass Technologies. However, a four-year degree is incredibly helpful with salary — the average advertised starting salary for entry-level STEAM jobs with a bachelor's requirement was 26 percent higher than jobs in the non-STEAM fields. For every job posting for a bachelor's degree recipient in a non-STEAM field, there were 2.5 entry-level job postings for a bachelor's degree recipient in a STEAM field.

STEM Workforce

Throughout the second half of the 20th century, officials in developed countries focused on improving science, mathematics, and technology instruction, intending to not only increase literacy in those content areas but also expand existing workforces of scientists and engineers. The importance placed on the role of educational programs in preparing students to participate in the workforce and compete in the global economy was signaled by the continued participation in the early 21st century of dozens of countries in the periodic international comparisons (TIMSS and PISA) of student knowledge and skills. Moreover, an Australian study on global STEM policies and practices revealed in 2013 that countries worldwide were working to broaden the participation of underrepresented groups (e.g., women and girls) in STEM studies and careers. Efforts were also being made to increase general awareness of STEM careers and to provide a deeper understanding of STEM content through application and problem-solving activities.

STEAM Blended Learning

What separates STEAM from traditional science and math education is the blended learning environment and showing students how the scientific method can be applied to everyday life. It teaches students computational thinking and focuses on the real-world applications of problem-solving. As mentioned before, STEAM education begins while students are very young:

Elementary school — STEAM education focuses on the introductory level STEAM courses, as well as awareness of the STEAM fields and occupations. This initial step provides standards-based structured inquiry-based and real-world problem-based learning, connecting all four of the STEAM subjects. The goal is to pique students' interest into them wanting to pursue the courses, not because they have to. There is also an emphasis placed on bridging in-school and out-of-school STEAM learning opportunities.

Middle school — At this stage, the courses become more rigorous and challenging. Student awareness of STEAM fields and occupations is still pursued, as well as the academic requirements of such fields. Student exploration of STEAM-related careers begins at this level, particularly for underrepresented populations.

High school — The program of study focuses on the application of the subjects in a challenging and rigorous manner. Courses and pathways are now

available in STEAM fields and occupations, as well as preparation for post-secondary education and employment. More emphasis is placed on bridging in-school and out-of-school STEAM opportunities. Much of the STEAM curriculum is aimed toward attracting underrepresented populations. There is a significant disparity in the female to male ratio when it comes to those employed in STEAM fields, according to Stem Women. Approximately 1 in 4 STEAM graduates is female.

Inequalities in STEM Education

Ethnically, people from Black backgrounds in STEAM education in the UK have poorer degree outcomes and lower rates of academic career progression compared to other ethnic groups, according to a report from The Royal Society. Although the proportion of Black students in STEAM higher education has increased over the last decade, they are leaving STEAM careers at a higher rate compared to other ethnic groups. "These reports highlight the challenges faced by Black researchers, but we also need to tackle the wider inequalities which exist across our society and prevent talented people from pursuing careers in science." President of the Royal Society, Sir Adrian Smith said. Asian students typically have the highest level of interest in STEAM. According to the Royal Society report in 2018/19 18.7% of academic staff in STEAM were from ethnic minority groups, of these groups 13.2% were Asian compared to 1.7% who were Black.

Conclusion

To reduce the gender gap and provide equal opportunities to girls in STEM professions, the internationally renowned organization "UNESCO" is also working towards the goal of implementing STEM education. If you adopt the STEM education approach, there will be a greater possibility of your students' developing skills & getting placed in reputed organizations contributing their mutual growth, irrespective of their gender. This involves making the students skillful in the subjects that they are learning. It puts major emphasis on student learning through projects, internships, and hands-on experiences. It aims towards building critical thinking, collaboration, communication, and creativity among the students. This involves making the students ambitious and outward-looking. The students are given local environment and community organizations as learning resources. The students understand issues in their surroundings and try to solve them.

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