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## Mental Health Tog5ther with Emotional Intelligence of Secondary School Students

FREADERIC A. HALISH

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Education is the harmonious development of all power of the human being that is social, intellectual, aesthetic and spiritual has been acknowledged as a national activity. The present study aims to know the relationship between mental health and emotional intelligence of secondary school students. The method adopted in the present study is survey. The population for the present study is Secondary school students in Thuckalay, Kuzhithurai and Nagercoil Educational Districts. The sample consists of 300 secondary school students from ten schools. Tools for the present study were Mental Health developed and validated by FreadericAHalish (2016) and Emotional Intelligence Inventory (EII) developed and validated by Annaraja (2000). Tools were validated by using split half method and the reliability of metal health scale is 0.567 and Emotional Intelligence Inventory is 0.79 The investigator has used Arithmetic Mean, standard deviation, percentage analysis, 't' test, F test, chi-square test and Karl Pearson's product moment correlation for analysing the collected data. The major findings of the study showed there is significant relationship between mental health and emotional intelligence among the secondary school students.

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Education is the deliberate and systematic influence exerted by mature persons upon the immature through instruction and discipline. It means the harmonious development of all power of the human being that is social, intellectual, aesthetic and spiritual. Everything in education is planned and set for the benefit of the students. It is based upon the concept of 'all round development of an individual'. So education has psychological as well as sociological aspect. Education has been acknowledged as a national activity.

### Need and significance of the study

A healthy person is in conscious control of his life. There is consistency in his behaviour and conduct. A healthy person is aware about his own strength and weakness. A person who has good mental health does not live in the past, but he always plans and thinks for future and acts according to the present. Education can play a vital role in this context. It promotes healthy minds among the students and also helping to foster satisfaction, success and engagement in all aspects of students' lives. Mental health leads to balanced emotion. Emotionally intelligent student manages any painful situations in a fruitful way and make better decisions in their life. Therefore, schools should create good mental health among the students. The present study aims to know the relationship between mental health and emotional intelligence of secondary school students. Hence the investigator has selected the topic relationship between mental health and emotional intelligence of secondary school students. On the basis of the review cited the present study is an attempt to find out the Mental Health and Emotional Intelligence of secondary school students. The survey of related literature contributed much in understanding the problem area and helped the investigator to develop an insight into the mythology to be used for achieving the objectives of the study.

### Title of the Study

The title of the study is entitled as "Mental health together with Emotional intelligence of Secondary School Students".

## Operational definitions

Operational definitions of the terms used in the title are defined by the investigator as follows;

**Mental Health** - According to the investigator; mental health is the ways of behaving which lead to distress. These conditions are abnormal in the sense that there is departure from normal behaviour is said to be ill mental health.

**Emotional Intelligence** - According to the investigator; Emotional intelligence involves the ability to monitor one's own and others' feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions includes self awareness, self management, achievement drive, social awareness, relationship management and leadership quality.

**Secondary School Students** - According to the investigator; students from ages 14 to 17 studying in IX and X standards are called as Secondary School students. Here, IX standard students in Nagercoil and Thuckalay Educational Districts of Tamil Nadu are investigated for this study.

## Objectives of the study

1. To find out the levels of mental health and emotional intelligence among the secondary school students.
2. To find out the significance relationship between mental health and emotional intelligence among the secondary school students.

## Null hypotheses of the study

1. There is no significant difference between male and female secondary school students with respect to their mental health.
2. There is no significant difference between male and female secondary school students with respect to their emotional intelligence.

3. There is significant difference among the nature of the school of the secondary school students with respect to their mental health.
4. There is significant difference among the nature of the school of the secondary school students with respect to their emotional intelligence.
5. There is no significant association between the birth orders of the secondary school students with respect to their mental health.
6. There is no significant association between the birth orders of the secondary school students with respect to their emotional intelligence.
7. There is significant relationship between the mental health and emotional intelligence among the secondary school students.

## Methodology

The method adopted in the present study is survey. A survey gathers relatively large number of cases. The purpose is to gather information about variables rather than information about individuals. It involves clearly defined problem and definite objectives. It requires careful analysis and interpretation of data gathered and logical reporting of the findings. The population for the present study is Secondary school students in Thuckalay, Kuzhithurai and Nagercoil Educational Districts. The sample consists of 300 secondary school students from ten schools. Among them 163 are male and 137 are female students. The investigator has used simple random sampling technique for selecting the sample from the population.

Tools for the present study were Mental Health developed and validated by FredericA Halish (2016) and Emotional Intelligence Inventory (EII) developed and validated by Annaraja (2000). Tools were validated by using split half method and the reliability of mental health scale is 0.567 and Emotional Intelligence Inventory is 0.79. The investigator has used Arithmetic Mean, standard deviation, percentage analysis, 't' test, F test, chi-square test and Karl Pearson's product moment correlation for analysing the collected data.

## Analysis of Data

Table 1 - Level of mental health of secondary school students

Variable	Total	High		Moderate		Low	
		Number	Percentage	Number	Percentage	Number	Percentage
Mental Health	300	8	2.7	220	73.3	72	24.0

The above table 1 shows 2.7% (8) secondary school students have high level of mental health, 73.3% (220) secondary school students have average level of mental health and 24% (72) secondary school students have low level of mental health.

Table 2 - Level of mental health of secondary school students in terms of gender

Mental Health		High		Moderate		Low	
		Number	Percentage	Number	Percentage	Number	Percentage
Gender	Male	3	1.8	121	74.2	39	23.9
	Female	5	3.6	99	72.3	33	24.1

The above table 2 shows 1.8% (3) secondary male school students and 3.6%(5) secondary female school students have high level of mental health, 74.2% (121) secondary male school students and 72.3% (99) secondary female school students have average level of mental health and 23.9% (39) secondary male school students and 24.1% (33) secondary female school students have low level of mental health.

Table 3 - Level of emotional intelligence of secondary school students

Variable	Total	High		Moderate		Low	
		Number	Percentage	Number	Percentage	Number	Percentage
Emotional Intelligence	300	4	1.3	224	74.7	72	24.0

The above table 3 shows 1.3% (4) secondary school students have high level of emotional intelligence, 74.7% (224) secondary school students have average level of emotional intelligence and 24.0% (72) secondary school students have low level of emotional intelligence.

Table 4 - Level of emotional intelligence of secondary school students in terms of gender

Mental Health		High		Moderate		Low	
		Number	Percentage	Number	Percentage	Number	Percentage
Gender	Male	3	1.8	114	69.9	46	28.2
	Female	1	0.7	110	80.3	26	19.0

The above table 4 shows 1.8% (3) secondary male school students and 0.7%(1) secondary female school student have high level of emotional intelligence, 69.9% (114) secondary male school students and 80.3% (110) secondary female school students have average level of emotional intelligence and 28.2% (46) secondary male school



students and 19.0% (26) secondary female school students have low level of emotional intelligence.

### Null Hypothesis 1

There is no significant difference between male and female secondary school students with respect to their mental health.

Table 5 - Difference between male and female secondary school students with respect to their mental health

Gender	Number	Mean	S.D	Calculated 't' value	Table value	Remarks
Male	163	61.79	9.485	0.031	1.96	NS
Female	137	61.82	9.298			

The above table 5 shows that the calculated 't' value (0.031) is lesser than the table value (1.96) at the 0.05 level of significance. So the null hypothesis is accepted. It means there is no significant difference between male and female secondary school students with respect to their mental health.

### Null Hypothesis 2

There is no significant difference between male and female secondary school students with respect to their emotional intelligence.

Table 6 - Difference between male and female secondary school students with respect to their emotional intelligence

Gender	Number	Mean	S.D	Calculated 't' value	Table value	Remarks
Male	163	45.08	7.241	1.46	1.96	NS
Female	137	46.26	6.565			

The above table 6 shows that the calculated 't' value (1.46) is lesser than the table value (1.96) at the 0.05 level of significance. So the null hypothesis is accepted. It means there is no significant difference between male and female secondary school students with respect to their emotional intelligence.

### Null Hypothesis 3

There is no significant difference among the nature of the school of the secondary school students with respect to their mental health.

Table 7 - Difference among secondary school students in mental health with respect to their nature of the school

	Sum of Squares	Df	Mean Square	Calculated 'F' value	Table Value	Remarks
Between	1157.524	2	578.762	6.828	3.03	S
Within	25175.262	297	84.765			

The above table 7 shows that the calculated 'F' value (6.828) is greater than the table value (3.03) at the 0.05 level of significance. Thus the null hypothesis is rejected. It means that there is a significance difference among the nature of the school of the secondary school students with respect to their mental health.

### Null Hypothesis 4

There is no significant difference among the nature of school of the secondary school students with respect to their emotional intelligence.

Table 8 - Difference among secondary school students in emotional intelligence with respect to their nature of the school

	Sum of Squares	Df	Mean Square	Calculated 'F' value	Table Value	Remarks
Between	1333.954	2	666.977	15.093	3.03	S
Within	13124.962	297	44.192			

The above table 8 shows that the calculated 'F' value (15.093) is greater than the table value (3.03) at the 0.05 level of significance. Thus the null hypothesis is rejected. It means that there is a significance difference among the nature of the school of the secondary school students with respect to their emotional intelligence.

#### Null Hypothesis 5

There is no significant association between the birth orders of the secondary school students with respect to their mental health.

Table 9 - Association between the birth orders of the secondary school students with respect to their mental health

Birth Order	First	Middle	Last	Calculated $\chi^2$ Value	Table Value	Remarks
High	4 (3.9)	3 (2.6)	1 (1.5)	0.381	9.48	NS
Moderate	107 (106.3)	71 (71.1)	42 (42.5)			
Low	34 (34.8)	23 (23.3)	15 (13.9)			

The above table 9 shows that the calculated  $\chi^2$  value (0.381) is lesser than the table value (9.48) at the 0.05 level of significance. Thus the null hypothesis is accepted. It means that there is no significance association between the birth orders of the secondary school students with respect to their mental health.

## Null Hypothesis 6

There is no significant association between the birth orders of the secondary school students with respect to their emotional intelligence.

Table 10 - Association between the birth orders of the secondary school students with respect to their emotional intelligence

Birth Order	First	Middle	Last	Calculated $\chi^2$ Value	Table Value	Remarks
High	0 (1.9)	3 (1.3)	1 (0.8)	4.445	9.48	NS
Moderate	111 (108.3)	70 (72.4)	43 (43.3)			
Low	34 (34.8)	24 (23.3)	14 (13.9)			

The above table 10 shows that the calculated  $\chi^2$  value (4.445) is lesser than the table value (9.48) at the 0.05 level of significance. Thus the null hypothesis is accepted. It means that there is no significance association between the birth orders of the secondary school students with respect to their emotional intelligence.

## Null Hypothesis 7

There is no significant relationship between the mental health and emotional intelligence among the secondary school students.

Table 11 - Relationship between mental health and emotional intelligence of secondary school students

Mental Health and Emotional Intelligence	Total	Calculated $\gamma'$ value	Table value	Remarks
	300	0.395	0.113	S

The above table 11 shows the calculated ' $\gamma$ ' value (0.395) is greater than the table value (0.113) at 0.05 level of significance. Thus the null hypothesis is rejected, which means that there is significant relationship between mental health and emotional intelligence among the secondary school students.

## Findings of the study

The major findings have been arrived at the present investigation are as follows. The descriptive analysis of the secondary school students under the study are categorized based on Mental Health and Emotional Intelligence as High, Average and Low, which is based on the scores obtained from 300 secondary school students under study.

1. 8 secondary school students have high level of mental health, 220 secondary school students have average level of mental health and 72 secondary school students have low level of mental health.
2. 3 secondary male school students and 5 secondary female school students have high level of mental health, 121 secondary male school students and 99 secondary female school students have average level of mental health and 39 secondary male school students and 33 secondary female school students have low level of mental health.
3. 4 secondary school students have high level of emotional intelligence, 224 secondary school students have average level of emotional intelligence and 72 secondary school students have low level of emotional intelligence.
4. 3 secondary male school students and 1 secondary female school student have high level of emotional intelligence, 114 secondary male school students and 110 secondary female school students have average level of emotional intelligence and 46 secondary male school students and 26 secondary female school students have low level of emotional intelligence.
5. Based on the background variable gender, the ' $t$ ' value (0.031) is lesser than the table value (1.96) at the 0.05 level of significance. So the null hypothesis is accepted. It means there is no significant difference between male and female secondary school students with respect to their mental health.

6. Based on the background variable gender, the 't' value (1.46) is lesser than the table value (1.96) at the 0.05 level of significance. So the null hypothesis is accepted. It means there is no significant difference between male and female secondary school students with respect to their emotional intelligence.
7. Based on the nature of the school, the 'F' value (6.828) is greater than the table value (3.03) at the 0.05 level of significance. Thus the null hypothesis is rejected. It means that there is a significance difference among the nature of the school of the secondary school students with respect to their mental health.
8. Based on the nature of the school, the 'F' value (15.093) is greater than the table value (3.03) at the 0.05 level of significance. Thus the null hypothesis is rejected. It means that there is a significance difference among the nature of the school of the secondary school students with respect to their emotional intelligence.
9. Based on the birth order of the students, the  $\chi^2$  value (0.381) is lesser than the table value (9.48) at the 0.05 level of significance. Thus the null hypothesis is accepted. It means that there is no significance association between the orders of birth of the secondary school students with respect to their mental health.
10. Based on birth order of the students, the  $\chi^2$  value (4.445) is lesser than the table value (9.48) at the 0.05 level of significance. Thus the null hypothesis is accepted. It means that there is no significance association between the orders of birth of the secondary school students with respect to their emotional intelligence.
11. The ' $\gamma$ ' value (0.395) is greater than the table value (0.113) at 0.05 level of significance. Thus the null hypothesis is rejected, which means that there is significant relationship between mental health and emotional intelligence among the secondary school students.

## Conclusion

The adolescent is the period to improve their mental health and emotionally stable. In this age, the teachers and parents must come together to help the students to improve their mental health and to be emotionally intelligent and practise them to handle the situations personally and academically. Further, this will help them to be a

successful person in their life too. The findings of the present study reveal that a significant correlation between mental health and emotional intelligence of secondary school students. This is an important area of investigation as it has implications for further researches and recommendations.

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## A Study of Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics

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The current study aimed to identify the self-regulated learning and academic achievement of secondary school students in learning mathematics. The sample of the study consisted of 250 students studying in secondary level. Self-Regulated Learning scale (SRL) was developed and standardized by the investigator was used to collect data. The marks obtained by the students in Term II Mathematics Examination were used as an indicator of academic achievement. Data were analyzed by using product moment correlation, t-test and ANOVA test. The results of the study revealed that no significant difference is revealed between the male and female in their self-regulated learning and academic achievement in learning mathematics. Self-regulated learning and academic achievement are significantly correlated to each other. Significant difference was found between mean scores of academic achievement of boys and girls of secondary schools.



## Introduction

In recent years, the concept of SRL has become the focus of applied educational studies as an important variable in boosting academic achievement and bringing about success. About three decades back the excellence in academic performance was viewed in terms of scores alone irrespective of the basic potential. An under achiever is one whose academic performance falls below the normative range in his potential by under achievement we refer to that level of attainment, which does not measure up to the potential capabilities of the individual. There is a huge concern among the Heads of the institutions, teachers and parents that the academic achievement is deteriorating now-a-days.

Academic achievement is defined as successful completion, through effort, of the acquisition of academic content and skills. Achievement is defined as measurable behaviour in a standardized series of tests. The tests are usually constructed and standardized to measure proficiency in school subjects. The most highly valued method of determining whether a successful completion has taken place for a learner is quantitative in nature.

## Need and Significance of the Study

Self-regulated learning (SLR) is recognized as an important predictor of student academic achievement and self-regulated learning emphasizes autonomy and control by the individual who monitors, directs and regulates actions toward goals, information acquisition, expanding expertise and self-improvement. Self-regulated learners are successful because they control their learning environment. They exert this control by directing and regulating their own actions towards their learning goals. The present investigation is to find out the self-regulated learning of secondary school students in mathematics and also find out whether there is any significant relationship between the self-regulated learning and academic achievement of secondary school students in learning mathematics. Hence, the investigator plans to study under this topic.

## Objectives of the Study

1. To study the level of Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender.
2. To study the level of Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender.
3. To find the significant difference in Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender.
4. To find the significant difference in Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender.
5. To find the significant relationship between Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics.

## Hypotheses of the Study

1. The level of Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender is average.
2. The level of Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender is average.
3. There is no significant difference between the Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender.
4. There is no significant difference between the Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender.
5. There is no significant relationship between Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics.

## Method Used for the Present Study

Descriptive survey method was used in order to fulfill the objectives.

## Population and Sample

A sample of 250 students from 11 Secondary Schools of Kanyakumari District was selected by using simple random sampling technique.

## Tools used

The following tools are used for the present study

1. Self-Regulated Learning scale developed and standardized by Mrs. AjithaKumari was used to study the self-regulated learning of secondary school students.
2. The marks obtained by the students in Term II Mathematics Examination were used as an indicator of academic achievement.

## Analysis of Data

H<sub>0</sub>1: Level of Self-Regulated Learning of Secondary School Students in Learning Mathematics with regard to Gender

Table-1

Level of Self-Regulated Learning of Secondary School Students in Learning Mathematics with regard to Gender

Gender	Low		Average		High	
	N	%	N	%	N	%
Male	29	26.61	66	60.55	14	12.84
Female	27	19.15	109	77.30	5	3.55

Table-1 reveals that 26.61% Male and 19.15% Female Secondary School Students have low level, 60.55% Male and 77.30% Female Secondary School Students have average level and 12.84% Male and 3.55% Female Secondary School Students have high level of Self-

Regulated Learning with respect to Gender. Hence the level of Self-Regulated Learning of Secondary School Students in Learning Mathematics with regard to Gender is Average.

Ho2: Level of Academic Achievement of Secondary School Students in Learning Mathematics with regard to Gender

Table-2

Level of Academic Achievement of Secondary School Students in Learning Mathematics with regard to Gender

Gender	Low		Average		High	
	N	%	N	%	N	%
Male	28	25.69	67	61.47	14	12.84
Female	17	12.06	97	68.79	27	19.15

Table-2 reveals that 25.69% Male and 12.06% Female Secondary School Students have low level, 61.47% Male and 68.79% Female Secondary School Students have average level and 12.84% Male and 19.15% Female Secondary School Students have high level of Academic Achievement with respect to Gender. Hence the level of Academic Achievement of Secondary School Students in Learning Mathematics with regard to Gender is Average.

Ho3: There is no significant difference between the Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender.

Table-3

t – Value of Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender

Gender	N	Mean	Std. Deviation	t' - value	Remarks at 5% level
Male	109	81.65	9.408	0.515	NS
Female	141	81.05	8.967		

(The table value of 't' at 5% level of significance is 0.953)

Table-3 reveals that the calculated value of 't' is greater than the value at 5% level of significance. Hence there is no significant difference between the self-regulated learning of secondary school students in learning mathematics with respect to Gender.

H<sub>0</sub>4: There is no significant difference between the Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender.

Table-4

t – Value of Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender

Gender	N	Mean	Std. Deviation	't' - value	Remarks at 5% level
Male	109	66.16	14.841	3.401	NS
Female	141	72.36	13.877		

(The table value of 't' at 5% level of significance is 0.368)

Table-4 reveals that the calculated value of 't' is greater than the value at 5% level of significance. Hence there is no significant difference between the Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender.

H<sub>0</sub>5: There is no significant relationship between Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics.

Table-5

Significance of Correlation between Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics

Variables	N	Calculated 'r' value	Remarks at 5% level
Self-Regulated Learning	250	0.142	S
Academic Achievement	250		

(The table value of 'F' at 5% level of significance is 0.025)

Table-5 reveals that the calculated value of 'F' is less than the value at 5% level of significance. Hence there is significant relationship between the Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics.

### Findings and Interpretations

- The level of Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics with regard to Gender is Average. This may be due to the fact that most of the students in the secondary level are not highly motivated towards Self-Regulated Learning. The students are not given more importance to Self-Regulated Learning to increase the level of Academic Achievement.
- There is no significant difference between the Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender. From the earlier studies we found that there is a significant difference exists between males and females. But in the present study no significant difference is revealed between the males and females in their Self-Regulated Learning and Academic Achievement in Learning Mathematics.
- There is a indifferent or negligible correlation between Self-Regulated Learning and the Academic Achievement of Secondary School Students in Learning Mathematics. This may be due to the fact that student perceptions of academic tasks are filtered through a system of self-structures composed of self-beliefs, self-goals and self-evaluations. When a student is aware of self as agent, a sense of self-efficacy, internalized goals for learning and an experience of competency are produced. This leads to the Academic Achievement of the student.

### Educational Implications

The findings reported in this study justify the importance of self-regulated learning to academic performance. The findings have implications for the teachers of mathematics that they should try as much as they could motivate their students during the course of instruction.

## Conclusion

The significant difference between high achiever students in comparison with the low and average academic achievement emphasizes the importance of self-regulated learning strategies in the process of learning. The child who is trained to think himself not only finds himself as a better acquirer of knowledge but also as a better user and producer of new knowledge. Therefore the teacher should be very careful in selecting and giving the teaching learning process. His success as a teacher depends upon the suitability of learning process, which he selects to give to the students.

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## Construction and Demolition

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Demolition is the tearing-down of buildings and other structures. Demolition contrasts with deconstruction, which involves taking a building apart while carefully preserving valuable elements for re-use. For small buildings, such as houses, that are only two or three stories high, demolition is a rather simple process. The building is pulled down either manually or mechanically using large hydraulic equipment: elevated work platforms, cranes, excavators or bulldozers. Larger buildings may require the use of a wrecking ball, a heavy weight on a cable that is swung by a crane into the side of the buildings. Wrecking balls are especially effective against masonry, but are less easily controlled and often less efficient than other methods. Newer methods may use rotational hydraulic shears and silenced rock-breakers attached to excavators to cut or break through wood, steel, and concrete. The use of shears is especially common when flame cutting would be dangerous.

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## Construction and Demolition

Construction and demolition debris (C&DD) means those materials resulting from the alteration, construction, destruction, rehabilitation, or repair of any manmade physical structure including houses, buildings, industrial or commercial facilities, and roadways.

C&DD includes structural and functional materials comprising the structure and surrounding site improvements, including:

- brick, concrete, and other masonry materials
- stone
- glass
- wall coverings
- drywall
- framing and finishing lumber
- roofing materials
- plumbing fixtures (toilets, sinks, water heaters, pipes)
- heating equipment (furnaces, duct work)
- electrical wiring and components containing no hazardous fluids or refrigerants
- insulation
- wall-to-wall carpeting
- asphaltic substances
- metal incidental to any of the above
- weathered railroad ties and weathered utility poles

C&DD does not include materials whose removal has been required prior to demolition. For example, NESHAP regulated asbestos and TSCA regulated PCB containing materials.

C&DD does not include materials identified or listed as solid wastes, infectious wastes, or hazardous wastes pursuant to Chapter 3734. of the Revised Code, nor does it include materials resulting from mining operations, nontoxic fly ash, spent nontoxic foundry sand, or slag. Containerized or bulk liquids, fuel tanks, drums and other closed or filled containers, tires, and batteries are also not C&DD.

## Manual

Before any demolition activities, there are many steps that need to take place, including but not limited to performing asbestos abatement, removing hazardous or regulated materials, obtaining necessary permits, submitting necessary notifications, disconnecting utilities, rodent baiting, and development of site-specific safety and work plans.

The typical razing of a building is accomplished as follows:

Hydraulic excavators may be used to topple one- or two-story buildings by an undermining process. The strategy is to undermine the building while controlling the manner and direction in which it falls. The demolition project manager/supervisor will determine where undermining is necessary so that a building is pulled in the desired manner and direction. The walls are typically undermined at a building's base, but this is not always the case if the building design dictates otherwise. Safety and cleanup considerations are also taken into account in determining how the building is undermined and ultimately demolished. Hoe rams are typically used for removing the concrete road deck and piers during bridge demolition, while hydraulic shears are used to remove the bridge's structural steel.

In some cases a crane with a wrecking ball is used to demolish the structure down to a certain manageable height. At that point undermining takes place as described above. However crane mounted demolition balls are rarely used within demolition due to the uncontrollable nature of the swinging ball and the safety implications associated. High reach demolition excavators are more often used for tall buildings where explosive demolition is not appropriate or possible. Excavators with shear attachments are typically used to dismantle steel structural elements. Hydraulic hammers are often used for concrete structures and concrete processing attachments are used to crush concrete to a manageable

size, and to remove reinforcing steel. For tall concrete buildings, where neither explosive or high reach demolition with an excavator is safe or practical, the "inside-out" method is used, whereby remotely operated mini-excavators demolish the building from the inside, whilst maintaining the outer walls of the building as a scaffolding, as each floor is demolished.

To control dust, fire hoses are used to maintain a wet demolition. Hoses may be held by workers, secured in fixed location, or attached to lifts to gain elevation. Loaders or bulldozers may also be used to demolish a building. They are typically equipped with "rakes" (thick pieces of steel that could be an I-beam or tube) that are used to ram building walls. Skid loaders and loaders will also be used to take materials out and sort steel. The technique of *Vérinage* is used in France to weaken and buckle the supports of central floors promoting the collapse of the top part of a building onto the bottom resulting in a rapid, symmetrical, collapse. The Japanese company Kajima Construction has developed a new method of demolishing buildings which involves using computer-controlled hydraulic jacks to support the bottom floor as the supporting columns are removed. The floor is lowered and this process is repeated for each floor. This technique is safer and more environmentally friendly, and is useful in areas of high population density.

## Building implosion

Large buildings, tall chimneys, smokestacks, bridges, and increasingly some smaller structures may be destroyed by building implosion using explosives. Imploding a structure is very fast—the collapse itself only takes seconds—and an expert can ensure that the structure falls into its own footprint, so as not to damage neighboring structures. This is essential for tall structures in dense urban areas.

Any error can be disastrous, however, and some demolitions have failed, severely damaging neighboring structures. One significant danger is from flying debris, which, when improperly prepared for,

can kill onlookers. Another dangerous scenario is the partial failure of an attempted implosion. When a building fails to collapse completely the structure may be unstable, tilting at a dangerous angle, and filled with un-detonated but still primed explosives, making it difficult for workers to approach safely.

A third danger comes from air overpressure that occurs during the implosion. If the sky is clear, the shock wave, a wave of energy and sound, travels upwards and disperses, but if cloud coverage is low, the shock wave can travel outwards, breaking windows or causing other damage to surrounding buildings. Stephanie Kegley of CST Environmental described shock waves by saying, "The shock wave is like a water hose. If you put your hand in front of the water as it comes out, it fans to all sides. When cloud coverage is below 1,200 feet, it reacts like the hand in front of the hose. The wave from the shock fans out instead of up toward the sky.

Controlled implosion, being spectacular, is the method that the general public often thinks of when discussing demolition; however, it can be dangerous and is only used as a last resort when other methods are impractical or too costly. The destruction of large buildings has become increasingly common as the massive housing projects of the 1960s and 1970s are being leveled around the world. At 439 feet (134 m) and 2,200,000 square feet (200,000 m<sup>2</sup>), the J. L. Hudson Department Store and Addition is the tallest steel framed building and largest single structure ever imploded.

## Preparation

It takes several weeks or months to prepare a building for implosion. All items of value, such as copper wiring, are stripped from a building. Some materials must be removed, such as glass that can form deadly projectiles, and insulation that can scatter over a wide area. Non-load bearing partitions and drywall are removed.<sup>[6]</sup> Selected columns on floors where explosives will be set are drilled and high explosives such as nitroglycerin, TNT, RDX, or C4 are placed in the holes. Smaller columns and walls are wrapped in detonating cord. The goal is to use as little explosive as possible

so that the structure will fail in a progressive collapse therefore only a few floors are rigged with explosives, so that it is safer (fewer explosives) and costs less. The areas with explosives are covered in thick geotextile fabric and fencing to absorb flying debris.<sup>[6]</sup> Far more time-consuming than the demolition itself is the clean-up of the site, as the debris is loaded into trucks and hauled away.

## Deconstruction:

A new approach to demolition is the deconstruction of a building with the goal of minimizing the amount of materials going to landfills. This "green" approach is applied by removing the materials by type material and segregating them for reuse or recycling. With proper planning this approach has resulted in landfill diversion rates that exceed 90% of an entire building and its contents in some cases. In addition, it also vastly reduces the CO<sub>2</sub> emissions of the removing of a building in comparison to demolition.

The development of plant and equipment has allowed for the easier segregation of waste types on site and the reuse within the construction of the replacement building. On site crushers allow the demolished concrete to be reused as type 1 crushed aggregate either as a piling mat for ground stabilization or as aggregate in the mixing of concrete. Timber waste can be shredded using specialist timber shredders and composted, or used to form manufactured timber boards, such as MDF or Chipboard. Safety is paramount, a site safety officer is usually assigned to each project to enforce all safety rules and regulations.

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## A Study on Leadership Behaviour And Decision Making of High School Teachers

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The main objective of the study was to find out the A Study on Leadership behavior and Decision Making of High School Teachers. The survey method was adapted by the investigator. The leadership behaviour and decision making of high school teachers the investigator has used standardized tool for both leadership bahaviour and decision making variables.. The investigator used the stratified random sampling technique from the population. The sample consists of 429 High School Teachers in Cheranmahadevi, Tenkasi and Tirunelveli Educational District. t-test, ANOVA, Chi-Square Test and Karl Pearson's Product Moment Correlation test were the statistical technique used for data analysis. The findings revealed that there was no significance difference between Gender and Locality in relation to their leadership behaviour. There was a significance difference between High school teachers members in and non-members in social clubs in their leadership behaviour.

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## Introduction

Education in its broadest sense refers to ways in which people learn skills and gain knowledge and understand about the world and about them. Education is an integral part of the developmental process of an individual. The aim of education endeavors is to help one to develop one's individuality, develop all the inborn potentialities and innate capabilities and above all develop both body and mind. At the social level the major concern of education is to enable man to become a good and useful citizen and fulfill his rights and duties for the betterment of the nation.

According to Redden (1984) "Education is the deliberate and systematic influence extended by mature person upon the immature through instruction and discipline for upon the immature through instruction and discipline for harmonious development of physical, aesthetic, social and spiritual powers of human being".

Generation and refinement of knowledge, preservation and termination of knowledge are the functions of education. Teacher is instrumental in carrying out this loadable task. The density of the education system lies in the hands of teachers. It is the teaching community that moves the wheel of education. To move it successfully the system need skillful teachers.

## Objectives of the Study

1. To find out the level of leadership behaviour of high school teachers.
2. To find out the level of decision making of high school teachers.
3. To find out the relationship between leadership behaviour and decision making of high school teachers.

## Hypothesis

- There is no significant difference between male and female high school teachers in their leadership behavior and decision making.
- There is no significant difference between rural and urban high school teachers in their leadership behavior and decision making.



- There is no significant difference between high school teachers members in and non-members in social clubs in their leadership behaviour.
- There is no significant relationship between leadership behaviour and decision making of high school teachers.

### Population for the Study

The population of the study was the high school teachers in Cheranmahadevi, Tenkasi and Tirunelveli educational district.

### Sample for the Study

The investigator used the stratified random sampling technique from the population. The sample consists of 429 High school teachers in Cheranmahadevi, Tenkasi and Tirunelveli Educational District. The sample consists of 157 male and 257 female High School Teachers.

### Tool Used

In order to find the leadership behaviour and decision making of high school teachers the investigator has used standardized tool for both leadership behaviour and decision making variables.

1. The leadership behaviour, the investigator has used the tool constructed and validated by Mary.K.A and Jai Prasad A.T (2009).
2. The decision making tool contains 23 items and all are positive items. It has been prepared by Susanne G. Scott.

### Statistical techniques used

Mean, Standard Deviation, t-test, ANOVA, Chi-Square Test and Karl Pearson's Product Moment Correlation test.

## Data Analysis

### Hypothesis 1

There is no significant difference between male and female high school teachers in their leadership behaviour.

#### Difference between Male and Female High School Teachers in Their Leadership Behaviour

Gender	N	Mean	Standard Deviation	Calculated 't'- value	Remarks
Male	157	149.10	13.5	0.741	NS
Female	257	148.10	13.456		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female high school teachers in their leadership behaviour.

### Hypothesis 2

There is no significant difference between rural and urban high school teachers in their leadership behaviour.

#### Difference between Rural And Urban Residence High School Teachers In Their Leadership Behaviour

Residence	N	Mean	Standard Deviation	Calculated 't'- value	Remarks
Rural	269	148.47	13.051	0.013	NS
Urban	160	148.45	14.175		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban high school teachers in their leadership behaviour.

### Hypothesis 3

There is no significant difference between high school teachers members in and non-members in social clubs in their leadership behaviour.

#### Difference between Members and Non-Members of Social Clubs of High School Teachers In Their Leadership Behaviour

Members in social club	N	Mean	Standard Deviation	Calculated 't'- value	Remarks
Yes	145	150.43	12.699	2.23	S
No	284	147.45	13.752		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between members and non-members in social clubs of high school teachers in their leadership behaviour.

### Hypothesis 4

There is no significant relationship between leadership behaviour and decision making of high school teachers.

#### Relationship between Leadership Behaviour And Decision Making of High School Teachers

N	$\Sigma x$	$\Sigma y$	$\Sigma x^2$	$\Sigma y^2$	$\Sigma xy$	Calculated $\gamma^2$ - Value	Table Value	Remarks at 5% level
429	65485	56308	9579787	7640828	6361435	0.887	0.098	S

It is inferred from the above table that there is significant relationship between leadership behaviour and decision making of high school teachers.

## Findings

- There is no significant difference between male and female high school teachers in their leadership behavior.
- There is no significant difference between rural and urban high school teachers in their leadership behaviour .
- There is significant difference between high school teachers members in and non-members in social clubs in their leadership behaviour.
- There is significant relationship between leadership behaviour and decision making of high school teachers.

## Discussion

1. The 't' test reveals that there is significant difference between high school teachers who are members and non-members in social clubs in their leadership behaviour. While comparing the mean scores of the two groups members in social clubs (M=150.43) are better than and not members in social clubs (M=147.45) in their leadership behaviour. This may be due to the reason that members in social clubs have more chance to work together with some leaders or the other in the society. They get lot of opportunities to interact with people and leaders and do some group activities with the full co-operation of others. They get leadership chances in these clubs which may enhance their leadership behaviour.
2. The correlation analysis shows that there is significant relationship between leadership behaviour and decision making of high school teachers. This may be due to the reason that the person who is efficient in taking right and quick decisions in a critical situation to solve a problem he must have inborn leadership behaviour. One who possesses leadership quality he is also be a good decision maker. So the leadership behavior and decision making are positively correlated.

## Recommendations

1. The government has to take responsibility to conduct seminar and workshop to develop the leadership behaviour of high school teachers.
2. The high school teachers should consult other teachers and head of the school while making decisions.
3. The teachers should be encouraged to be members in social clubs.
4. The teachers should be encouraged to conduct cultural programmes and the management should pave way to improve their group activity.
5. Get-together programmes should be conducted for staff to improve their interpersonal relationships.
6. The teachers should encourage their students to participate in NSS and NCC to develop their leadership behaviour.
7. Problem solving ability of teachers must be increased by giving them some duty or incharge.
8. Yoga like training should be provided to the teachers to improve their decision making ability and thinking capacity to choose right choice.

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## Tourism Development in India

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Tourism development in India has passed through many phases. At Government level the development of tourist facilities was taken up in a planned manner in 1956 coinciding with the Second Five Year Plan. The approach has evolved from isolated planning of single unit facilities in the Second and Third Five Year Plans. The Sixth Plan marked the beginning of a new era when tourism began to be considered a major instrument for social integration and economic development.

But it was only after the 80's that tourism activity gained momentum. The Government took several significant steps. A National Policy on tourism was announced in 1982. Later in 1988, the National Committee on Tourism formulated a comprehensive plan for achieving a sustainable growth in tourism. In 1992, a National Action Plan was prepared and in 1996 the National Strategy for Promotion of Tourism was drafted. In 1997, a draft new tourism policy in tune with the economic policies of the Government and the trends in tourism development was published for public debate.

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The draft policy is now under revision. The proposed policy recognises the roles of Central and State governments, public sector undertakings and the private sector in the development of tourism. The need for involvement of Panchayati Raj institutions, local bodies, non-governmental organisations and the local youth in the creation of tourism facilities has also been recognised.

The other major development that took place were the setting up of the India Tourism Development Corporation in 1966 to promote India as a tourist destination and the Tourism Finance Corporation in 1989 to finance tourism projects. Altogether, 21 Government-run Hotel Management and Catering Technology Institutes and 14 Food Craft Institutes were also established for imparting specialised training in hoteliering and catering.

## Tourist Attractions

India is a country known for its lavish treatment to all visitors, no matter where they come from. Its visitor-friendly traditions, varied life styles and cultural heritage and colourful fairs and festivals held abiding attractions for the tourists. The other attractions include beautiful beaches, forests and wild life and landscapes for eco-tourism, snow, river and mountain peaks for adventure tourism, technological parks and science museums for science tourism; centres of pilgrimage for spiritual tourism; heritage trains and hotels for heritage tourism. Yoga, ayurveda and natural health resorts also attract tourists. The Indian handicrafts particularly, jewellery, carpets, leather goods, ivory and brass work are the main shopping items of foreign tourists. The estimates available through surveys indicate that nearly forty per cent of the tourist expenditure on shopping is spent on such items.

## Growth

Domestic tourism is as old as the Indian society. According to available statistics, domestic tourism has grown substantially during the last one decade. It increased to 167 million in 1998 from just 64 million in 1990, thus registering a compound annual growth of 12.8 per cent. The growth of inbound tourism since Independence has



been quite impressive. It was just around 17 thousand in 1951. From this level, it rose to 2.36 million in 1998. Tourism receipts on the other hand have grown at a phenomenal rate of 17 per cent to Rs. 11,540 crores in 1998 from Rs.7.7 crore in 1951.

## Economic Impact

Tourism has emerged as an instrument of employment generation, poverty alleviation and sustainable human development. During 1998-99, employment generation through tourism was estimated at 14.79 million. Foreign exchange earnings from the tourism sector during 1998-99 were estimated at Rs.12,011 crore. Tourism has thus become the second largest net foreign exchange earner for the country. Tourism also contributed Rs.24,241 crore during 1998-99 towards the country's Gross Domestic Product (GDP).

## Thrust Areas

In order to speed up the development of tourism in the country several thrust areas have been identified for accomplishment during the Ninth Five Year Plan (1997-2002). The important ones are development of infrastructure, products, trekking, winter sports, wildlife and beach resorts and streamlining of facilitation procedures at airports, human resource development and facilitating private sector participation in the growth of infrastructure.

## Organization

The organizations involved in the development of tourism in India are the Ministry of Tourism with its 21 field offices within the country and 18 abroad, Indian Institute of Tourism and Travel Management, National Council for Hotel Management and Catering Technology, India Tourism Development Corporation, Indian Institute of Skiing and Mountaineering and the National Institute of Water Sports.

## Boosting Tourism

Some of the recent initiatives taken by the Government to boost tourism include grant of export house status to the tourism sector and incentives for promoting private investment in the form of Income Tax exemptions, interest subsidy and reduced import duty. The hotel and tourism-related industry has been declared a high priority industry for foreign investment which entails automatic approval of direct investment up to 51 per cent of foreign equity and allowing 100 per cent non-resident Indian investment and simplifying rules regarding the grant of approval to travel agents, tour operators and tourist transport operators.

## Celebrations

During the Golden Jubilee celebrations of India as a Republic, the Ministry of Tourism made special efforts to publicise the tourism potential of India. The first-ever Indian Tourism Day was celebrated on January 25, 1998. Baudha Mahotsav was organised from 24th October to 8th November 1998. The Year 1999 was celebrated as Explore India Millennium Year by presenting a spectacular tableau on the cultural heritage of India at the Republic Day Parade and organising India Tourism Expo in New Delhi and Khajuraho. The Wong La Millennium was held from April 1999 to January 2001. A special calendar of events has been formulated for highlighting contributions to Millennium events by various places in all the States. An official website of the Ministry of Tourism has also been created for facilitating dissemination of information on tourism.

## Constraints

The major constraint in the expansion of international tourist traffic to India is non-availability of adequate infrastructure including adequate air seat capacity, accessibility to tourist destinations, accommodation and trained manpower in sufficient number. Poor visitor experience, particularly, due to inadequate infrastructural facilities, poor hygienic conditions and incidents of touting and harassment of tourists in some places are factors that contribute to poor visitor experience.

To sum up, Indian tourism has vast potential for generating employment and earning large sums of foreign exchange besides giving a fillip to the country's overall economic and social development. Much has been achieved by way of increasing air seat capacity, increasing trains and railway connectivity to important tourist destinations, four-laning of roads connecting important tourist centres and increasing availability of accommodation by adding heritage hotels to the hotel industry and encouraging paying guest accommodation. But much more remains to be done. Since tourism is a multi-dimensional activity, and basically a service industry, it would be necessary that all wings of the Central and State governments, private sector and voluntary organisations become active partners in the endeavour to attain sustainable growth in tourism if India is to become a world player in the tourist industry.

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## Emotional Intelligence and Metacognitive Skills of Prospective Teachers of Kanyakumari District

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Education is concerned with the modification of the behavior of the child to adjust with the environment. Emotional intelligence is the product of one's heredity and its interaction with his environmental forces. Metacognitive skills is the knowledge concerning one's own cognitive process and product. The main aim of the study is to find out the significance difference in emotional intelligence and metacognitive skills of prospective teachers. Survey method was adopted for this study. The sample selected for the present study consists of 250 prospective teachers from 10 colleges of education in Kanyakumari District. The findings of the study were: i) Majority of the prospective teachers, (69.60%) had medium level of Emotional Intelligence. ii) Majority of the prospective teachers (69.60) had medium level of metacognitive skills. iii) There is significance relationship between emotional intelligence and metacognitive skills of prospective teachers. The relationship between the variables may be described as 'low' as they are positively correlated and significance at 0.001 level.

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## Introduction

Education is an activity, which develops the personality of an individual. The primary goal of education should be the intellectual development of the individual. Emotions is the subjective experience associated with personality, mood, temperament and disposition. Emotions influences every day behaviours and they can have a distorted effect on learning (Panda, 2008). Intelligence is set of cognitive abilities which allow as a acquire knowledge, to learn and to solve problem.

According to John D.Mayer and Peter Salovey Emotional Intelligene (E1) is the ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions(Mayer, Caruso, & Salovey, 2000). They suggest a model on emotional intelligence with four different elements such as *the perception of emotion, the ability of reasoning, the ability to understand emotions and the ability to manage emotions*. Emotional intelligence constitutes three psychological dimensions namely- *emotional competency, emotional maturity and emotional sensitivity*. Daniel Goleman (1995) elaborately researched on the concept of emotional intelligence identifies the following five domains as the components of the emotional intelligence *Self-awareness, Self-regulation, Empathy, Motivation and Social skills*.

Cognition is the mental activities associated with through decision making, language and other higher mental processes. Metacognition is individuals knowledge of their own cognitive processes and their ability to control these processes by organizing monitoring and modifying them as a function of learning. Metacognition plays a critical role in teaching and learning. Therefore, the investigators made an attempt to find out the level of metacognitive skills for teacher trainees. Metacognitive skills is the knowledge concerning one's own cognitive process and product. Metacogni give skills are classified on the basis of its two dimensions Knowledge about cognition and Regulation of cognition.

## Need and Significance of the Study

The quality of education depends upon the quality of teachers. In this context perception of teacher behaviour by prospective teachers

is an important area for study as it would help the teachers to improve their behaviour which in turn would enhance their competence in their teaching profession. It is by the teachers working together and with other who share interest, will improve the organizational climate of that particular institutions. Emotional Intelligence of prospective teachers will improve if the atmosphere / climate is good. As the investigator is interested to know how far the emotional intelligence and metacognitive of prospective teachers. so the present study will help to understand the relation between leader /group behaviour of teacher educators and emotional intelligence of prospective teachers.

### Statement of the Problem

A person's emotional intelligence help much in all spheres of life. Emotional intelligence also helps a person to understand and give direction to live a very healthy life. Metacognition allows people to take change of their own learning, it involves awareness of how they learn, an evaluation of their learning needs, generating strategies meet these needs and then implementing the strategies. The problem selected for the present study is entitled as "A study on the Emotional Intelligence and MetacognitiveSkills of Prospective Teachers of Kanyakumari District".

### Objectives of the Study

1. To find out the level of emotional intelligence of the prospective teachers.
2. To find out the level of metacognitive skills of the prospective teachers.
3. To find out the significant relationship between the emotional intelligence and metacognitive skills of prospective teachers.

### Hypotheses of the Study

1. The level of emotional intelligence of the prospective teachers is average.
2. The level of metacognitive skills of the prospective teachers is average.

3. There is no significant relationship between the emotional intelligence and metacognitive skills of prospective teachers.

## Methods for the Present Study

In the present study the investigator has used the survey method. Data were collected from 250 B.Ed. College students in Kanyakumari District. The investigator collected data from 10 B.Ed Colleges in Kanyakumari District.

## Population and Sample of the Study

The population of this study includes all prospective teachers in Kanyakumari District. The sample selected for the present study consists of 250 prospective teachers from 10 colleges of education in Kanyakumari District.

## Tools Used for the Study

“Emotional Intelligence Scale – MaBu” was constructed by the investigator and guide. The scale consists of 76 statement. In order to find out the metacognitive skills of prospective teachers, the investigator has used metacognitive skills scale of Anukool Kyde, Sanjyot Pothe and Upinder Dhar. The metacognitive scale consists of 30 statement.

## Data Analysis and Findings of the Study

Table 1

### Level of Emotional Intelligence of Prospective Teachers

Emotional Intelligence	N	Percent
Low	37	14.80

Medium	174	69.60
High	39	15.60
Total	250	100.00

The above table shows that majority of the prospective teachers, (69.60%) had medium level of Emotional Intelligence.

Table 2

The Level of Metacognitive Skills of the Prospective Teachers

Metacognitive Skills	N	Percent
Low	43	17.20
Medium	174	69.60
High	33	13.20
Total	250	100.00

The above table shows that majority of the prospective teachers (69.60) had medium level of metacognitive skills.

Table 3

Correlation between Emotional Intelligence and Metacognitive Skills

Category	Number	Pearson Correlation	P	Level of Significant
Emotional Intelligence and Metacognitive Skills	250	0.389	0.000	Significant at 0.01 Level

The table shows that there is significance relationship between emotional intelligence and metacognitive skills of prospective teachers. The relationship between the variables may be described as 'low' s they are positively correlated and significance at 0.001 level.



## Findings

1. Majority of the prospective teachers, (69.60%) had medium level of Emotional Intelligence.
2. Majority of the prospective teachers (69.60) had medium level of metacognitive skills.
3. There is significance relationship between emotional intelligence and metacognitive skills of prospective teachers. The relationship between the variables may be described as 'low' s they are positively correlated and significance at 0.001 level.

## Discussion

Percentage analyses showed that majority of prospective teachers passes medium level of emotional intelligence and metacognitive skills. This may due to the reason that prospective teachers may feel shy or hesitate to communication with others as they may concentrate more on their studies.

The study reveals that here is significance relationship between emotional intelligence and metacognitive skills of prospective teachers. The relationship between the variables may be described as 'low' s they are positively correlated and significance at 0.001 level. At the final analysis, the investigator has come out with a conclusion that emotional intelligence has significant impact on the metacognitive skills of prospective teachers.

## Recommendations and Implications

In the light of findings certain recommendations and implications are made by the investigator and are given below.

- ❖ Prospective teachers are advised to interact freely with all the family members, peer and fellow members, society members, teachers and with all persons, so as to enhance their metacognitive skills.
- ❖ It is recommended for the student teacher to develop a positive and healthy attitude towards their college especially their classrooms, teachers and teaching - learning process.

- ❖ Parents should express care, love and affection towards their children and also spend time with their children to interact with them.
- ❖ The teacher educators should motivate the student teachers to interact well with all and also provide opportunity for group and team activities.
- ❖ The recruiting authorities may consider emotional intelligence as an important criteria for selecting teachers at all levels of education.
- ❖ College is a place where it is expected that students must express their ideas, thoughts, views on different activities of their classroom. So it is the duty of college teachers to strengthen their emotional intelligence and metacognitive skills.
- ❖ Group oriented activities, extra-curricular and co-curricular activities should be conducted by the college. This will help the students to develop emotional intelligence and metacognitive skills.
- ❖ The training programme should provide proper guidance and counseling to the students. This will help them to solve their problem and adjust to the society, their problem and adjust to the society.

## Conclusion

The country is nowadays in the hands of the teachers. It is in the sense the teacher produces citizens of a country who will be rulers of the future. Whatever may be the positions held, all the citizens are serving the nation. The teacher plays a key role in the educational system for its success or failure. So emotional intelligence is more important for the teachers, because it controls one's emotion and to make a competent and confident teacher. When the teacher is teaching the lesson to our students in the classroom we can find out the metacognitive ability in many ways.

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## Dynamics of Classroom Management

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A classroom is not merely a room where students attend classes or move from one room to another in order to attend classes as per the time table. It can be considered as a sacred place of learning where a teacher teachers and students learn. In other words, a classroom is a teaching - learning interactive place where two personalities namely the teacher & the taught interact every day.

Classrooms are multidimensional universes. They consist of many individuals with differing goals preferences & abilities. The challenges in the classroom are abounding & need to be planned & addressed meaningfully.

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## Managing a classroom:

Managing a classroom is an integral part of the teaching - learning process. Effective Management of a classroom shows the concern of a teacher for the instructional process. It is dependent on his efficiency to do the tasks more effectively. Classroom management has a closer relation with students accomplishment of learning objectives.

Classroom management refers to the shaping of learning environment in classroom. Like teaching & learning classroom management is a complex activity. The primary goal of effective classroom management is promoting student learning and not the reduction of misbehaviors or even the creation of an orderly environment.

## What is Management:

Management is a growing discipline and is receiving great attention during the past fifty years. Originally the art and science of management was confined to the principles & practices governing multilingual corporations and public sector undertakings. Now it has been realized that management at micro level is an important as management of giant corporations.

## Definitions of Management:

Experts in the field of Management have numerous definitions for the term 'Management' of which a few considered important one given below.

James L. Lundy:

Management is principally the task of planning, coordinating, motivating & controlling the efforts of others towards specific objectives.

Donal j. Clough:

Management is the art & science of decision making & leadership.

What is classroom Management:

Classroom Management is one of the two main functions of a teacher, the other being teaching & instruction. This approach is based on the human organization of modern theory of relationship centered. The basic assumption of this approach is that a teacher has the ability to take decisions & solve classroom problems. Though a difficult job, a teacher has to direct & control the classroom activities. The main focus of classroom management is to generate an atmosphere that is conducive for learning. In fact the quality of teaching and learning depends upon the quality of classroom management. Classroom management is a very dynamic process & at the same time it is the most difficult job of a teacher.

Definition of Classroom Management

Classroom Management is defined as an organizational function in which learning experiences are performed in the classroom leading to the inculcation of good learning habits. Classroom Management should lead to behavior modification (Positive) of students. Classroom Management is a system of actions and interactions managed in the classroom to induce learning through teacher-student relationship or interaction.

Classroom Management and Control:

Control of students by teachers tends to be regarded as the goal of classroom management. This emphasis on control is so pervasive that control by teachers is often seen as more important than the learning that goes on in the classroom.

The reasons why teachers like to control students instead of managing them are:

- ❖ They are socialized to believe or instructed that the mark of a good teacher is to have control of the class.
- ❖ The amount of control that teachers have in the class is often seen by the administration as a measure of the quality of a teacher.
- ❖ They are afraid of losing control if students have increased autonomy.
- ❖ They fear that students with less control will not want to learn what the teacher wants to teach.

Effective teaching requires considerable skill in managing myriad tasks & situations that occur in the classroom each day. Skills such as effective classroom management are central to teaching as they make the classroom environment conducive to learning. They require common sense, consistency, a sense of fairness, enquiry and courage to change towards making improvements.

Classroom Management Involves:

The Classroom: Managing Climate

The general tone or climate of the classroom makes each classroom unique. Educators recognize the influence and correlation between the climate of the classroom & attitudes to the learners towards learning. When attitudes are positive, learning is enhanced; when they are negative learning suffers.

The Classroom: Understanding the components

Essentially the classroom comprises the learner, teacher and instructional material. Our learners are eager, enthusiastic and capable of independent thinking, critical enquiry & abstractions. In

the present day education scenario classroom consist of students with varying abilities, interest & learning styles.

### Meaning of classroom Dynamics

Though classroom Dynamics & classroom Management are regarded as same, there is a thin layer of difference between the two. Classroom dynamics is a more comprehensive term where as classroom management is restricted to class management, discipline and control.

Classroom Dynamics is a set of operations, designed to achieve the academic goals. In fact in terms of classroom dynamics the teacher performs various tasks such as planning, coordination, direction controlling communicating & evaluating.

A comprehensive meaning of classroom dynamics includes the following:

- ❖ Relevant student characteristics and individual difference.
- ❖ Preparation of an effective learning environment.
- ❖ Organization of instruction and support activities to maximizing student engagement in learning tasks.
- ❖ Study of group management during classroom interactions.
- ❖ Techniques of motivation & shaping behavior of students.

Fuller identified classroom dynamics (management) as a primary focus of concern among all the teachers. Many teachers mention it as a major administrative problem in the classroom.

### Conclusion

Classroom Management is a dynamic & complex process which is influenced by various factors. Teaching and classroom management is a continuum in several ways. Improved classroom climate & better instructional practices will lead to better environment of



learning. Classroom Management is the main function focused on teacher and the way of students.

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## Teacher Effectiveness and Teacher Morale of Arts and Science College Teachers of Kanyakumari District

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The purpose of the study is to assess the teacher effectiveness and teacher morale of arts and science college teachers of Kanyakumari district. Survey method of research has been used in the present study. Teacher Effectiveness Scale developed by project investigator, was used for collecting the data. The investigator randomly selected two fifty college teachers in kanyakumari District of Tamilnadu. The data was analyzed using mean, standard deviation"- test and one way ANOVA. The major findings of the study are: The male and female college teachers, marital status and religion do not differ significantly in their teacher effectiveness and teacher morale. The study reveals that there is a significant difference in teacher effectiveness and teacher morale among the college teachers with respect to locality, teaching experience, type of management and community.

**Keywords:** Teacher Effectiveness, Effective teaching, college Teachers, Effective Teaching Skills, Teacher Performance, Teacher morale

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## **.Introduction**

Education is the reconstruction or reorganization of experience which adds to the meaning of experience and which increase ability to direct the course of subsequent experiences by John Dewey. The subject matter of education is the development in personality of an individual. The personality of an individual is a complex one. It has different aspects such as social, physical, intellectual, moral, spiritual and aesthetic. A spiritualist stresses the self-realization aspect of education. A moralist thinks that education is a process which leads to the formation of character. Education is a process which enables an individual to adjust himself to the environment.

Teaching effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance. Effective teachers have become good at what they do because they evaluate their practice. James (n/d) suggests that "educational evaluation is a professional responsibility for academic staff, arising from a commitment to understanding the effects of teaching on students and to enhance student learning." There are numerous ways of evaluating teaching or monitoring its effectiveness. Teacher morale is an important variable in the social context. Electronics and computer assisted instructions have made education almost a technology. The confidence, enthusiasm, and discipline of a person or group at a particular time. "the team's morale was high" Teachers are being stretched to the limit. Expectations placed on them seem to be expanding exponentially. Increasingly their role encompasses not only teaching specific content and mentoring students in the love of learning, but functioning as frontline social workers.

## **Need and significance of the study**

The effect of the future teachers on students achievement and behaviour is perennial. Teacher should be stress free to manage insuperable amount of responsibilities and duties. The teacher effectiveness with effective methods, techniques and approaches as perceived by the students is significant. These aspects should draw the attention of the teacher educators to focus on the teacher effectiveness and teacher morale. Teacher education today is an integral part of any educational system. But Teacher education in

our country has to face the challenge of producing teachers for a new society. That's why in order to meet the challenges successfully, it is very necessary to improve the quality of teachers.

The number of teachers is increasing rapidly in this state and fresh postgraduate are entering into the system of teacher preparation to meet the demands of huge number. Besides this, majority of the private or self financing institutions entered and are being entered year by year into the field. As a result, the quality of teaching-learning process is not being properly maintained especially in the self-financing colleges. Due to this reason, the quality of preparation of teachers has become a big question in the field of education.

Hence, through the present study, it has been tried to find out the Teacher Effectiveness and teacher morale of the teachers. The present study is very relevant and significant as it helps to know the Teaching Effectiveness and more of the Arts and Science college teachers of Kanyakumari district.

Hence this study the investigator has tried to find out the Teacher Effectiveness and Teacher Morale of Arts and Science College Teachers of Kanyakumari District.

### Objectives of the study

1. To find out whether there is any significance difference in the Teacher Effectiveness and teacher morale of Arts and Science College teachers with respect to their Gender.
2. To find out whether there is any significance difference in the Teacher Effectiveness and teacher morale of Arts and Science College teachers with respect to their Locality.
3. To find out whether there is any significance difference in the Teacher Effectiveness and teacher morale of Arts and Science College teachers with respect to their Types of Management.
4. To find out whether there is any significance difference in the Teacher Effectiveness and teacher morale of Arts and Science College teachers with respect to their Teaching Experiences.
5. To find out whether there is any significance difference in the Teacher Effectiveness and teacher morale of Arts and Science College teachers with respect to their Martial Status.

### Hypotheses of the study

1. There is no significance difference in the Teacher Effectiveness of Arts and Science College teachers with respect to their Gender.
2. There is no significance difference in the Teacher Morale of Arts and Science College teachers with respect to their Gender.
3. There is no significance difference in the Teacher Effectiveness of Arts and Science College teachers with respect to the Locality.
4. There is no significance difference in the Teacher Morale of Arts and Science College teachers with respect to the Locality.

### Method adopted in the present study

The present study attempts to find out the teacher effectiveness and teacher morale, a study on the Arts and Science College teachers. Since the problem selected is concerned with survey type the investigator has selected the normative survey method for conducting the study.

### The sample for the present study

Hence the investigator decided to distribute the scale to a representative sample of 250 college teachers. A sample proportion representing all characters of the population is called the sample. The sample has to be selected carefully so as to enable valid generalizations. The sign of the sample has to be considered in terms of several factors. It should be as large as possible in order to eliminate sampling error. Keeping all these in mind the investigator selected a sample of 250 Arts and Science teachers.

### Statistical techniques used for the study

In the present study, the Arithmetic mean, Standard deviation, t-test, Anova – single factor (f-test) and Correlation techniques were used by the investigator for analyzing the data.

### Tools Used

Appropriate tools are needed for collecting data from among all the tools; the investigator selected those which are most appropriate to provide adequate information. The qualification of these data makes

possible more precise analysis and interpretation. The investigator used the following tools for data collection.

- i. Teacher effectiveness scale :- CBBE's prepared and validated by the investigator and Guide.
- ii. Teacher morale inventory:- Teacher morale was adopted by the investigator for the present study.

## Data analysis and interpretation

### Hypothesis 1

There is no significant difference between teacher effectiveness of college teachers with respect to Gender.

Table 1 Difference Between Teacher Effectiveness of College Teachers with Respect to Gender

Sex	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	Result
Male Female	10 7	220.9 25	30.100 4	2.90 99	0.0 42	0.8 38	S
	14 3	244.7 34	32.550 7	2.72 20			

*S –Significant.*

From Table 1 It is clear that the Table value is greater than 0.05 at 5% level significance. Hence the null hypothesis is rejected. It shows that there is significant difference between teacher effectiveness of college teachers for the following samples as Gender.

### Hypothesis 2

There is no significant difference between teacher morale of college teachers with respect to Gender.

Table 2

### Difference Between Teacher Morale of College Teachers with Respect to Gender

Sex	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	Result
Male Female	107	76.579	6.4487	.6234	0.889	0.347	S
	143	81.713	6.3928	.5346			

*S - Significant*

From table 2 It is clear that the table value is greater than 0.05 at 5% level significance. Hence the null hypothesis is rejected. It shows that there is significant difference between teacher morale of college teachers for the following samples as Gender.

### Hypothesis 3

There is no significant difference between teacher effectiveness of college teachers with respect to Locality.

Table3

### Difference Between Teacher Effectiveness of College Teachers with Respect to Locality

Locality	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	Result
Rural Urban	157	232.573	27.1093	2.1636	39.551	0.000	N S
	93	237.871	42.3372	4.3902			

*N S -Not Significant*

From Table3 It is clear that the Table value is less than 0.05 at 5% level significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between teacher effectiveness of college teachers for the following samples as Locality.

### Hypothesis 4

There is no significant difference between teacher morale of college teachers with respect to their Locality.

Table 4

Difference Between Teacher Morale of College Teachers with Respect to Locality

Locali ty	N	Mea n	Std. Deviati on	Std. Erro r Mea n	F	Sig.	Res ult
Rural Urba n	15 7	79.2 93	4.7112	.37 60	67.5 00	0.0 00	NS
	93	79.8 92	9.5217	.98 74			

*NS -Not Significant*

From table 4 It is clear that the table value is less than 0.05 at 5% level significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between teacher morale of college teachers for the following samples as Locality.

### Findings

1. There is significant difference in the teacher effectiveness of arts and science college teachers with respect to their Gender.
2. There is significant difference in the teacher morale of arts and science college teachers with respect to their Gender.
3. There is no significant difference in the teacher effectiveness of arts and science college teachers with respect to their Locality.
4. There is no significant difference in the teacher morale of arts and science college teachers with respect to their Locality.

### Conclusion



Conclusions are based on the findings of the study, it is seen that teacher effectiveness and teacher morale of arts and science college teachers of Kanyakumari District of whole sample and relevant sub-sample based on Gender, Locality, Type of Management, Teaching Experience, Marital Status, samples. But there is no significant relationship between teacher effectiveness and teacher morale for sample male and female, rural and urban, government and self-financing colleges, married and unmarried. This may be due to the sampling fluctuations, the error in giving responses.

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## An over view of parental involvement in education.

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Their involvement in support of the individual child at home. Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. Some schools foster healthy parental involvement through events and volunteer opportunities, but sometimes it's up to the parents to involve themselves with their children's education. You can ensure that your child receives the benefits from parental involvements by staying up to date on what is happening in the classroom, helping your child with school opportunities and knowing correct safety procedure for the school. Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. Some schools foster healthy parental involvement through events and volunteer opportunities, but sometimes it's up to the parents to involve themselves with their children's education. You can ensure that your child receives the benefits from parental involvements by staying up to date on what is happening in the classroom, helping your child with school opportunities and knowing correct safety procedure for the school. The present paper discusses that indicates parent involvement in improving children's learning and behavior, and offers ideas and tools to put this important idea into practice in order to help all children succeed.

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## Introduction

Parent involvement is a crucial force in children's development, learning, and success at school and in life. Decades of research in the area of family involvement have time and again supported the simple fact that children of involved parents have a much greater chance to develop into healthy, knowledgeable, responsible, and caring adults. Parent involvement in education has many faces and assumes varying degrees. Given this wide variety of parent involvement "definitions," it is often challenging to compare information across studies, fields, and programs. One of the reasons a widely accepted definition is lacking is that family involvement is a complicated concept. Some factors that must be taken into consideration are child characteristics and development, beliefs and expectations of the family and school, the different roles parents, students, and teachers play, cultural perspectives and life demands, and policies that outline or mandate schools to forge relationships with families. All these contribute to what is known as school family partnerships. It is widely recognized that if pupils are to maximize their potential from schooling they will need the full support of their parents. Pupils' achievement and adjustment are influenced by many people, processes and institutions. Parents, the broader family, peer groups, neighborhood influences, schools and other bodies are all implicated in shaping children's progress towards their self fulfillment and citizenship. The children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behaviour, aspirations and achievements.

## Impact of parental attitudes and aspirations

There is evidence that the attitudes and aspirations of parents predict children's educational achievement. However this association between parental aspirations and a child's attainment is complex and affected by interrelationships. International studies indicate that parental education influences expectations, in that having higher parental education is significantly related to having higher expectations of children's achievement. However, it is also likely that parents with higher education have higher attaining children for whom they have higher expectations. Parents' perceptions of their child's skills and ability also influence their aspirations for them

## Barriers of parents

Time and life demands, lack of knowledge of what is expected of them and in what specific ways they can help their children at home, and) various factors in the school environment. Time and life demands. Time seems to be a major barrier impeding parents from participating in school activities or assisting their children with schoolwork at home. Parents often report lack of time or schedule conflicts as the two most important barriers of parent involvement and feel that, frequently, parent activities at school are at inconvenient times. With the increase in single-parent households and the dramatic change in the work force, with mothers of school-aged children entering it in great numbers, time has become a valuable commodity for parents who struggle to make ends meet. It is important that schools recognize and adapt to this need by surveying parents about convenient times for activities, offering alternative means of communication, and most of all, understanding that it is not the parent's fault if he or she cannot participate due to employment, family responsibilities, or other time restrictions. Child care and after-school programs offered by community organizations can offer parents a helping hand so they can attend school events. Several schools provide some form of child care on days that parent participation is essential such as for parent teacher conferences. In that way parents can have the opportunity to participate and actively contribute in their child's education. Lack of knowledge. An important ingredient to parent involvement is communication between parents and teachers. Most parents report that they would like to know what their children are learning at school and how they can be involved in their education. Parents feel that schools must inform them about their curricula as well as about ways to assist their children at home. Many parents believe that parent involvement in their children's school would increase if they had more information and understood better what their children were learning. Parents look to the school to suggest specific ways they can become involved and help their children learn.

## Parents involvement on work

While parent involvement on homework may be the award-winning strategy, that does n't mean that parent involvement elsewhere is useless.

- Parenting in which schools help families with their parenting skills by providing information on children's developmental stages and offering advice on learning-friendly home environments; Conducting workshops about getting children to school, making home visits, and using contracts to commit parents to high rates of children's school attendance.
- Communicating, or working to educate families about their child's progress and school services and providing opportunities for parents to communicate with the school; Conducting parent orientations to explain attendance policies and expectations; sending home newsletters with the names of students with excellent attendance; giving families information on how to contact the school; and providing access to children's attendance information on the Internet.
- Volunteering, which ranges from offering opportunities for parents to visit their child's school to finding ways to recruit and train them to work in the school or classroom;
- Learning at home, in which schools and educators share ideas to promote at-home learning through high expectations and strategies so parents can monitor and help with homework.
- Decision-making, in which schools include families as partners in school organizations, advisory panels, and similar committees.
- Community collaboration, a two-way outreach strategy in which community or business groups are involved in education and schools encourage family participation in the community.

#### Important way to increase involvement.

Setting goals with children and fostering achievement of those goals;

- Accessing and using children's academic scores to ensure they're on track;
- Frequently viewing the parent portal (or whichever tool their school uses);
- Developing a relationship with children's teachers and keeping in touch with them often; and

- Advocating for improvements in the school building and with local school boards and state and federal government to ensure schools have the resources they need to provide a world class education to every student.

### Significant type of involvement

Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood. The quality and content of fathers' involvement matter more for children's outcomes than the quantity of time fathers spend with their children. Family learning can also provide a range of benefits for parents and children including improvements in reading, writing and numeracy as well as greater parental confidence in helping their child at home. The attitudes and aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are also more involved in their children's education.

### Impact of parental attitudes and aspirations

There is evidence that the attitudes and aspirations of parents predict children's educational achievement. However this association between parental aspirations and a child's attainment is complex and affected by interrelationships. International studies indicate that parental education influences expectations, in that having higher parental education is significantly related to having higher expectations of children's achievement. However, it is also likely that parents with higher education have higher attaining children for whom they have higher expectations. Parents' perceptions of their child's skills and ability also influence their aspirations for them. The school plays an important role in determining the levels of parental involvement in school. Specifically, schools can outline their expectations of parents and regularly communicate with parents about what children are learning. Also, schools can provide opportunities for parents to talk with school personnel about parents' role in their children's education through home visits, family nights, and well-planned parent-teacher conferences and open houses. In addition, the National PTA recommends that parent/family involvement programs welcome parents as volunteer

partners in schools and that these programs invite parents to act as full partners in making school decisions that affect children and families. When parents talk to their children about school, expect them to do well, make sure that out-of-school activities are constructive, and help them plan for college, their children perform better in school. When schools engage families in ways that improve learning and support parent involvement at home and school, students make greater gains. When schools build partnerships with families that respond to parent concerns, honor their contributions, and share decision-making responsibilities, they are able to sustain connections that are aimed at improving student achievement. Parental involvement in education and, its related term, family school relationships, have been conceptualized through multiple disciplinary lenses and through educational agency, as well as from local, state, and federal policy perspectives. Parental involvement in education and family school relations are terms that have been used interchangeably. However, there are subtle distinctions. Family-school relations are often conceptualized as the interactions, especially the communication, between families and schools pertaining to academic progress of students, academic or behavioral problems, and expectations for home engagement. This is the type of involvement that is often included in school policies pertaining to involvement. It is also evident in federal policies such as the No Child Left Behind Act, which defines parental involvement in education as “the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities

More broadly, parental involvement in education has been defined as “parents’ interactions with schools and with their children to promote academic success” . Such interactions extend beyond the engagement with schools, to the home life and the expectations and values for education that are communicated directly and indirectly to children. These conceptualizations focus on individual students and their families. Other disciplines, such as economics, have defined it in a way that gives parental involvement a different focus or level of analysis.

## Conclusion

School-family partnerships take time and effort to establish and maintained. There are concrete steps that schools can take in order to reach out to parents in a positive and ongoing way. But that is not

enough. Since school-family partnerships are a two-way street, parents must build on the school's efforts, or initiate their own, and collaborate with teachers in a productive way for the success of all children. Parents of all income levels and ethnicities want to be involved in their child's learning, even if they aren't often visible at bake sales or PTA meetings.. While all forms of parent involvement play significant roles in the health of the school and the community, home learning activities are perhaps the wisest investment of school dollars and effort to produce long-lasting academic gains. While such involvement is fairly straightforward in elementary school, it's also possible later on. Finally, targeted parent involvement to solve a particular problem such as poor attendance or behavior can also be beneficial and parent involvement should be a support, not a substitute, for the true work of schools: good teaching and learning. But the research is clear: parents want to be involved, and parent involvement can make a difference in student learning. Structuring the partnership between schools and parents is one of the best things school boards can do.

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## Social intelligence and awareness of human rights among high school students

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The main objective of the study was to find out the Social intelligence and awareness of human rights among high school students. The survey method was adapted by the investigator. Human rights scale was downloaded from the website and adapted by the investigator and social intelligence scale was adopted from Gain Luca Gini and used for data collection. The investigator used the stratified random sampling technique from the population. The sample consists of 400 students from ten schools in Tirunelveli Educational District. t-test, ANOVA, Chi-Square Test and Karl Pearson's Product Moment Correlation test were the statistical technique used for data analysis. The findings revealed that there was significance difference between gender, medium, locality and parent's annual income wise among high school students in their human rights Awareness.

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## Introduction

The term education has been defined in various ways by educational thinkers and philosophers. Plato, a Greek philosopher, define it as “The capacity of feel pleasure and pain at the right moment”. Aristotle speaks of education as “The creation of sound mind in a sound body”. Thomason says “By education, I mean, the habits of behavior of thoughts and attitudes”. Adam defines education, a conscious and deliberate process in which one personality acts upon another in order to modify the development of that by the communication and manipulation of knowledge”. According to Mahatma Gandhi, “By education, I mean, an all round drawing out of the best in child and man body, mind and soul”.

Education is the process through which the experiences of generations, comprising knowledge, skills and attitudes are transmitted to individuals, who are members of the community. Concepts change, attitudes and skills undergo alterations, interests and values face revisions, and life itself undergo alterations, interest and values face revisions and life undergoes a continuous modification of experience. In this context, education is the process of assisting the learner to adjust to the ever-changing world.

## Objectives of the Study

1. To find out the level of social intelligence among high school students.
2. To find out the level of awareness of human rights among high school students.
3. To find out the relationship between social intelligence and awareness of human rights among high school students.

## Null Hypotheses

- There is no significant difference between male and female students in their social intelligence and awareness of human rights among high school students.

- There is no significant difference between Tamil and English medium students in their social intelligence and awareness of human rights among high school students.
- There is no significant difference between rural and urban school students in their social intelligence and awareness of human rights among high school students.

### Population for the Study

The population of the study is the students was conducted from high school students in Tirunelveli Educational District.

### Sample for the Study

The investigator used the stratified random sampling technique from the population. The sample consists of 400 students from ten schools in Tirunelveli Educational District. The sample consists of 267 male and 133 female students.

### Tool Used

- Social intelligence scale adopted from Gain Luca Gini.
- Awareness of human rights scale validated by Dr. J. Albert Prince Kumar and M. Brindha (2017).

### Statistical Techniques Used

Mean, Standard Deviation, t-test, ANOVA, Chi-Square Test and Karl Pearson's Product Moment Correlation.

### Data Analysis

#### Null Hypothesis. 1

There is no significant difference between male and female students in their social intelligence among high school students.

### Difference between male and female students in their social intelligence among high school students

Dimensions of social intelligence	Category	N	Mean	S.D	Calculated 't' value	Remarks at 5% level
Social information Processing	Male	267	24.00	13.220	0.01	NS
	Female	133	24.02	3.129		
Social skills	Male	267	22.60	3.840	1.13	NS
	Female	133	23.05	3.681		
Social awareness	Male	267	24.07	3.335	2.93	S
	Female	133	25.16	3.755		
Social intelligence	Male	267	69.74	7.595	2.86	S
	Female	133	72.00	7.088		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female students in their social information processing and social skills, but there is significant difference between male and female students in their social awareness and social intelligence.

## Null hypothesis. 2

There is no significant difference between Tamil and English medium students in their social intelligence among high school students.

Difference between Tamil and English medium students in  
their social intelligence among high school students

Dimensions of social intelligence	Category	N	Mean	S.D	Calculated 't' value	Remarks at 5% level
Social information processing	Tamil	200	24.22	15.084	0.38	NS
	English	200	23.80	3.531		
Social skills	Tamil	200	22.28	3.513	2.51	S
	English	200	23.22	4.000		
Social awareness	Tamil	200	24.30	3.591	0.76	NS
	English	200	24.57	3.437		
Social intelligence	Tamil	200	69.58	6.920	2.46	S
	English	200	71.41	7.945		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between Tamil and English medium students in their social information processing and social awareness, but there is significant difference between Tamil and English medium students in their social skills and social intelligence.

## Null Hypothesis. 3

There is no significant difference between rural and urban school students in their social intelligence among high school students.

Difference between rural and urban school students in their  
social intelligence among high school students

Dimensions of social intelligence	Category	N	Mean	S.D	Calculated 't' value	Remarks at 5% level
Social information processing	Rural	121	23.17	3.213	1.01	NS
	Urban	279	24.37	12.922		
Social skills	Rural	121	22.55	3.939	0.70	NS
	Urban	279	22.84	3.726		
Social awareness	Rural	121	24.70	3.685	1.00	NS
	Urban	279	24.32	3.436		
Social intelligence	Rural	121	70.22	7.147	0.47	NS
	Urban	279	70.61	7.654		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban school students in their social information processing, social skills, social awareness and social intelligence.

## Null hypothesis. 4

There is no significant difference between hosteller and days-scholar students in their social intelligence among high school students

### Difference between Hosteller and Days-Scholar Students in Their Social Intelligence Among High School Students

Dimensions of social intelligence	Category	N	Mean	S. D	Calculated 't' value	Remarks at 5% level
Social information processing	Hosteller	25	23.80	3.014	0.09	NS
	Days-scholar	375	24.02	11.277		
Social skills	Hosteller	25	22.56	3.477	0.25	NS
	Days-scholar	375	22.76	3.813		
Social awareness	Hosteller	25	24.08	3.915	0.52	NS
	Days-scholar	375	24.46	3.489		
Social intelligence	Hosteller	25	70.40	7.118	0.06	NS
	Days-scholar	375	70.50	7.531		

*(At 5% level of significance the table value of 't' is 1.96)*

It is inferred from the above table that there is no significant difference between hosteller and days-scholar students in their social information processing, social skills, social awareness and social intelligence.

### Findings

- There is no significant difference between male and female students in their social intelligence.
- There is significant difference between Tamil and English medium students in their social intelligence
- There is significant difference between rural and urban school students in their social intelligence.

- There is significant association between parent's annual income of the students in their social intelligence.

## Discussion

The female students are better than the male students in their social awareness and social intelligence. This may be due to reason that, in general, female students have ability to get along with others than the male students. The English medium are better than the Tamil medium students in their social skills and social intelligence. This may due to the reason that, The positive, conducive, may be provided more for the English medium students than the Tamil medium students mainly because the higher social and economical status. The female students are better than the male students in their awareness of human rights. This may due to the reason that, at present situation women is coming out from their deprivation slowly. The Tamil medium students are better than the English medium students in their awareness of human rights. This may due to the reason that, the English medium students concentrate in their academic activities alone but Tamil medium students are having more interest and involvement in social and cultural activities.

## Recommendations

1. In the light of the findings of the present study the investigator offers the following recommendations,
2. Awareness program could be conducted for the school about difference dimension in the social intelligence and human rights.
3. Co -curricular and extra-curricular activities should be given importance in the school campus. So that we can develop balanced intelligence of students.
4. The mass media available is properly utilized to create awareness of the human rights.
5. Teacher should provide opportunities for their students to become awareness of human rights.
6. A school should inculcate social information processing inquiry attitude among their students.



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