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Dear Esteemed Readers and Well Wishers,

Greetings from Editorial Board!

We are glad to release this Fifteenth issue of Edureach Journal with the blessings of our Honorable Founder Secretary Shri A.P.C. Veerabahu. We express our sense of gratitude to the faculties, research scholars and acadamicians who are committed to the core of Education for extending their generous heart in encouraging and motivating our team in bringing and this issue of our journal.

This Issue consists of a series of six articles which focuses on Breaking Barriers : Advancing Inclusive Education and Practice, Exploring Mindfulness among Prospective Teachers in Thoothukudi District, Examining the impact of ICT Awareness on high school students' academic achievement in Thoothukudi City, Smart Phone affects the school children psychologically and physically, Social Awareness and Achievemnet Motivation among B.Ed., Trainees in Thanjavur District, Relationship between Social Intelligence and Academic Achievement of IX Standard Students in Salem District, The Perspective of Non-Teaching Employees in Chennai's Educational Institutions toward the Teaching Profession.

Dear users, your feedback, valuable comments and suggestions are solicited.

With Regards,

Editorial Board

BREAKING BARRIERS : ADVANCING INCLUSIVE EDUCATION AND PRACTICE

Dr. R. Annadurai

Abstract

It is a human right and a social justice issue, as well as a benefit for the whole school community. But, there are many obstacles that can prevent inclusive education from being implemented effectively, such as lack of resources, training, support, awareness, and collaboration. Parental resistance is a robust thing within the barrier to inclusive training. The opposite elements affecting the inclusion of youngsters consist of big magnificence length, giant curriculum content material, lack of understanding to deal disabled, rigid curriculum, and time frame. In a nation as diverse and dynamic as India, inclusive education isn't just a concept; it's a necessity for progress and prosperity. By breaking down barriers to education, we pave the manner for a future in which every individual has the opportunity to thrive no matter their heritage or competencies. Inclusive education isn't always solely approximately accommodating variations; it's approximately celebrating them. it is about developing environments where every baby, irrespective of their bodily, cognitive, or socio-monetary variations, feels valued and empowered to research and grow. In case you're an instructor who wants to make a distinction and decorate gaining knowledge of possibilities for all your college students, this text is for you. We can talk what inclusive education means, its significance, and discover how you may implement inclusive schooling within the classroom.

Keywords : *(Inclusive Education, Breaking Barriers, Psychological Approach and Educational Practice)*

Introduction :

Fair and inclusive surroundings make for a satisfied and healthful study room. Instructors strive to keep finest study room settings, and one of the exceptional methods to accomplish that is to implement inclusive education Our micro credentials, on-line coaching accessibility and inclusive gaining knowledge of and online coaching, Embedding Social, Race, and Gender-associated equity offer a number of abilities to equip you to teach an inclusive online lesson. Research has proven that the number of students with acknowledged disabilities is increasing. We want so as to accommodate those students and provide them equal access, as they all have a right to schooling.

Learning for All: Equitable and Inclusive Education

The principles of diversity, equity and inclusion if embedded within the school education system lays the foundation for access to schooling for all, a larger population joining the workforce and opportunities for lifelong learning for all learners. The National Education Policy (NEP), 2020 emphasizes that, "Education is the single greatest tool for achieving social justice and

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equality" which has implications for development of an inclusive community and society at large. In order for policy to translate to practice, educational barriers, facilities and services for Children with Special Needs (CwSN) must be addressed. The NEP has infused the aspects of disability inclusion throughout the policy document with a dedicated chapter on equitable and inclusive education, focusing on issues, challenges and recommendations for bridging the gaps reducing the disparities in access and participation of all learners. The issues and recommendations for inclusion of underrepresented students groups including children with disabilities has been subsumed in the policy and covered under the SEDGs i.e. Socio-Economically Disadvantaged Groups (SEDGs) which is an umbrella term covering gender identities, socio-cultural and socio-economic identities, geographical identities as well as disabilities.

Children with Special Needs

The Centrally sponsored scheme of SamagraShiksha, is an integrated scheme of the Ministry of Education for school education catering from pre-primary to senior secondary classes. The scheme aims to universalize access to school education and supports all States and UTs in implementing the suggestion of the NEP. Ensuring equity and inclusion at all stages of college schooling is one of the fundamental goals of the scheme. One of the interventions is inclusive education for kids with special wishes. Under this component, various provisions are made available for the educational needs of CwSN, several activities are covered such as block level assessment camps for disability identification, support for orientation and awareness programs, therapeutic services, sports events and capacity building programs for special educators etc. Further, student specific support is also provided through allowances for escorts, transportation & scribes, aids & appliances, teaching-learning materials and stipend for girls with special needs. Support has also been made available for strengthening of Block resource centre's with equipment and TLMs for individualized learning support of CwSN. Further, the scheme also supports provision for building of ramps with handrails and CWSN toilets in schools.

Here are some examples of how the resources in the toolkit have help to support learners to date:

Enhanced Open EMIS toolkit to improve data management practices for tracking kids with disabilities inside and out of schools

Education Management Information System (EMIS) performs as backbone of any functional education system by providing accurate and updated periodic data on students, teachers and schools that helps relevant stakeholders to make informed decisions.

· Through a joint initiative of Save the Children and Community Systems Foundation innovative data collection and dissemination tools on children with disabilities were tested in Bangladesh, Kosovo and Indonesia to inform global and national policies on disabilities in education.

· The initiative resulted in an enhanced version of the OpenEMIS global toolkit that contains a better identification and tracking system to detect the numeral of children with disabilities that are in or out of schools. It is an open source tool kit that is promoted by UNESCO to monitor education systems.

Inclusive schooling

All college students are different and therefore have special person desires. It's important to pick out the proper form of inclusive education for your students based on their individual necessities.

Full inclusion

This coaching model is centered on the concept that each one university students belong inside the most important examines room. A entire inclusion model way that scholars with seen or hidden disabilities will usually art work alongside

their pals. If a university is using the complete inclusion version, they may need to intently display pupil development and make certain that the plan is operating for college children. If a complete inclusion plan is too much, a partial inclusion plan can be implemented rather.

Partial inclusion

This teaching version is likewise built round allowing all students to examine and interact with the principle study room. However, partial inclusion additionally involves separated gaining knowledge of for students that need additional assistance outdoor of the lecture room. For students involved in a partial inclusion plan, they'll nevertheless spend most of the people in their gaining knowledge of time inside the fundamental study room. But, they will also spend time far away from the principle class to get hold of extra guide from unique education teachers. Some of the additional assistance given can also be disruptive if accomplished inside the major school room; take speech-based classes, for example. Partial inclusion is greater bendy and permits school room separation while it would be more useful for all students.

Mainstreaming

With the mainstreaming approach, disabled students will start their training adventure in a self-contained school room far away from the primary lecture room. If college students are appearing properly inside their self-contained study room, they may be included into the primary school room based totally on their readiness. This technique may be less daunting for a few college students, and lets in them to steadily emerge as part of a totally inclusive study room. if you're interested by mastering extra approximately how faculty systems support mastering for all, take a look at out our right to education: breaking down the barriers path. How you enforce an inclusive training environment will range between faculties and conditions. But, there are some key objectives to preserve in mind while creating your inclusive lecture room plan. Let's observe some crucial factors of this teaching version:

1. All college students have an equal proper to training
2. Lecture rooms have to be made of students with combined abilities
3. No youngsters have to be separated from foremost companies based on discrimination
4. Suitable activities have to be deliberate and every student's personal desires taken into consideration
5. Create an on hand environment (e.g. wheel chair ramps, and visible options to lesson content material for students with hearing impairments)
6. Guide must be supplied to all college students to help and allow them to reach their complete ability

Student Confidence

Conventional strategies of managing college students with disabilities or gaining knowledge of difficulties could have a damaging impact on a student'. Isolating them into small groups and coaching them far from the main lecture room pushes the concept that they may be distinct and ought to be handled in a different way. Studies have proven that students with gaining knowledge of disabilities have decreased than the ones without, so we want to be careful and try and combat this. Through giving all students the possibility to mingle and be part of the elegance, students will with any luck feels a sense of belonging and takes part in effective peer interactions. However, there are times

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wherein students may additionally need extra guide far from the study room, including after faculty instructions for assistance with unique subjects. This doesn't suggest that they cannot be part of the main classroom. In instances in which college students could gain from being taught away from the principle lecture room for positive reasons, partial inclusion may be better than full inclusion.

Advanced Verbal Exchange Capabilities

An inclusive school room allows for all college students to improve their potential to speak with every different. If university college students have been segregated, their social circles may be plenty smaller, and they would have fewer possibilities to have interaction with the wider lecture room. With an included lecture room, college students are able to interact with a miles broader sort of college students with a variety of capabilities. This will open up opportunities for them to reinforce their communication competencies and adapt to a numerous degree of social interplay. Moreover, this could help put together them for the after college world and make the scholars career-prepared. As soon as college students have entered the frame of employees, they'll be running along several communities with a variety of competencies. It best makes feel that we prepare them for that and simulate the environment within the lecture room.

Quality of Education

Every toddler has to have identical get admission to education from their local colleges. By way of imparting inclusive school room surroundings, you can make sure that all college students are presented the identical degree of schooling. Considering that separated instructions for disabled students are regularly smaller, their classes can vary from that of the principle classroom. Teaching all students in a single place guarantees that no students are lacking out on any of the curriculums. Teachers may even have one-of-a-kind teaching patterns and paces, so being taught by using the equal instructors can make certain that all college students have same get right of entry to to the lesson content. That being said, training should nevertheless be adapted to suit the wishes of all college students. Differentiated gaining knowledge of possibilities permit for each scholar's academic desires to be met, and optimize their environments and let them reach their full ability.

Implement inclusive education in the classroom

It's clean that an inclusive school room may be useful for plenty of college students; it's essential to provide all students a honest hazard to research in the right environment for them. Let's look at some of the methods you can implement for inclusive schooling in the school room.

Cooperative learning

A brilliant manner to enforce inclusive education inside the school room is to offer duties and activities in a way that encourages cooperative studying. With the aid of gaining knowledge of in groups, students are all given the opportunity to participate. When arranging group paintings, you could want to designate fair businesses as opposed to giving students the opportunity to pick out themselves. In addition to giving students the chance to be part of something, they will also be capable to increase critical social skills. Organization mastering doesn't simply advantage people with disabilities or behavioral differences. It encourages all college students to work along a selection of different human beings and encourages inclusion even similarly.

SpecializedGuidance

To make sure that instructors are creating the satisfactory viable studying surroundings, they have to be equipped with the necessary equipment and schooling. If you are a trainer and you're eager to enhance student inclusion, up skilling and obtaining extra education would

be very beneficial. Courses and training related to inclusion or pupil diversity can be very helpful for obtaining guidelines, techniques and strategies. Training in regions of pupil issues which include trauma attention, autism or SEN (unique instructional needs) can show pretty useful. Those publications can equip instructors with the know-how of the way to cope with struggles that scholars can be dealing with. Our true practice in autism training direction is an exceptional area to start in case you're interested in studying greater approximately the subject. This education should not be restrained to instructors, but as a substitute ought to be supplied to coaching assistants too. SEN education for teaching assistants can help increase the abilities had to cognizance on disabled students and provide any vital additional help.

Adapted lessons and tasks

Traditional coaching isn't continually ideal for college kids with visible disabilities or learning problems. The curriculum must be altered to house these students and make classes extra flexible. You may do this by way of making training greater immersive to maintain students engaged. An extra enticing method to getting to know will be helpful to those who battle with gaining knowledge of from text-based content material. You may do that with the aid of incorporating greater films and snap shots into training, related to academic games or item-based gaining knowledge to increase engagement. a number of college students learn through play, and this may be an enticing way to immerse them in training. It's essential to understand your college students and remember their unique desires whilst supplying educational fabric. Ensure that all students are engaged to your lessons and actively taking part in duties. If you pick out a trouble with student engagement, keep in mind reviewing the intended learning effects and how you can take steps to conform your lessons to explore new techniques.

Use various methods of marking

Assessing all college students' work inside the identical way isn't always the high-quality manner to approach marking paintings. Some children can also warfare with positive styles of assignments, or war to position their thoughts onto paper. You can be more inclusive with your marking by way of assessing the content and ideas separately from English and grammar, for instance. You could also determine attempt as an additional factors system. Whilst giving remarks to college students, ensure that it is clean and understandable to the pupil, and check with them that they understand your guidelines. it could be useful for college students to look examples of others' work, or tries on assessments, but you donot want them to compare or be aggressive with grades or the comments they have received. The closing component we need to do is have a poor impact on college students' self assurance, and potentially reason them to regress and now not placed their first-class efforts into homework and sophistication paintings. You do no longer need to make grading and assessment right into a competitive exercising on your learners.

Supplementary materials

Supplying extra substances within the elegance can be distinctly helpful for college students with visible or hidden disabilities, as well as all and sundry who desires a bit of greater guide. Maximum students, even folks that seem enormously attentive, will battle to simply soak up statistics from actually watching or paying attention to a lesson. You'll want to feature an exercise challenge to this content material, however small, to ensure they are able to positioned what they may be getting to know into longer crew comprehension. Presenting them with getting to know aids including calculators or physical technology fashions can help broaden a students' knowledge of the lesson. Pictures and flashcards can prove specifically useful to college students suffering with language obstacles. Re-coaching subjects or recapping training is an excellent way to assist students that could have a tougher time expertise lesson content material. You may additionally offer extra

textbooks or help sheets to students, or even document the lesson and make it available for them to recap at domestic.

Inclusive Practices/ are essential in education

Inclusive practices/ in education/ examine how lessons, programs, classrooms, and schools are constructed and Inclusive education means creating an atmosphere, where,/ all/ students have the possibility to participate and learn./ Inclusive practices/ are essential in education because every student deserves to experience and learn in an atmosphere of respect where they can develop and maintain friendships with other students and teachers in their schools and communities. Inclusive education proposes that/ all/ children have a right to the/ same/ education. It's not something that can or should be earned, and it's not something that a child must prepare and get ready for. It is an inherent right.

Conclusion:

An inclusive/ classroom/ ensures all students are treated respectfully and have admission to general education and technology./ Inclusive teaching/ practices/ close the gap among the haves and the have-nots, and reduce the impact of prejudices in society. Inclusive practices in education examine how lessons, programs, classrooms, and schools are constructed. Inclusive education means creating an environment where all students have the possibility to participate and analyze. Inclusive learning practices will provide a safe space for learning such that the teacher provides a sensitive environment and a quiet area for reflection on the learning material. Also sets clear learning outcomes facilitate student autonomy and provide guidance and motivation for the students. Inclusive learning and teaching recognizes all learners' entitlement to a getting to know enjoy that respects variety, allows participation, eliminates boundaries and anticipates and considers a spread of mastering desires and preferences.

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EXPLORING MINDFULNESS AMONG PROSPECTIVE TEACHERS IN THOOTHUKUDI DISTRICT

Mrs. R. Thanga Selvam, Dr. G. Rajadhurai

Abstract

Mindfulness, a practice of being fully present and engaged in the moment without judgment, has gained attention in educational research due to its benefits in stress management, emotional regulation, and overall teaching competence. This study aims to identify the levels of mindfulness among prospective teachers in the Thoothukudi district and explore whether factors such as family structure, year of study, sibling presence, religious beliefs, and educational background significantly influence these levels. Using survey method, data were collected from 109 prospective teachers and statistical analysis was conducted to test five hypotheses. The results consistently indicated no significant differences in mindfulness levels based on the tested demographic variables, suggesting that these factors do not substantially impact the professional attributes of prospective teachers. The study found that mindfulness among prospective teachers might be influenced by other variables not examined in this study such as individual mindfulness practices, personal life experiences, stress levels, or even inherent personality traits etc. could play a more substantial role.

Keywords :

Mindfulness, Prospective Teachers, Teacher Education, Emotional Regulation, Stress Management, Teacher Well-being.

INTRODUCTION

Mindfulness, the practice of being fully present and engaged in the current moment without judgment, has become an essential area of interest in educational research. It involves paying attention to one's thoughts, feelings, and surroundings, often through practices like meditation, deep breathing, and guided imagery. By cultivating mindfulness, individuals can better manage stress, anxiety, and symptoms of depression, which are often exacerbated by overthinking, negative thoughts, and excessive planning.

In recent years, the positive benefits of mindfulness have led to its growing inclusion in educational settings. Researchers and educators advocate for integrating mindfulness into classroom activities, as it can significantly enhance students' focus, emotional regulation, and overall learning experience. For teachers, practicing mindfulness can improve emotional regulation, reduce stress, and enhance teaching competence.

This study aims to identify the levels of mindfulness among prospective teachers in the Thoothukudi district. Understanding these levels is crucial as it can inform teacher education programs and support the development of more effective teaching practices. The insights gained from this research could lead to the incorporation of mindfulness training in teacher education, ultimately benefiting both educators and students by creating a more positive and focused learning environment.

NEED FOR THE STUDY

In the evolving landscape of education, the role of teachers extends beyond mere knowledge dissemination to fostering a positive

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and conducive learning environment. This expanded role requires teachers to possess not only subject matter expertise but also emotional resilience, stress management skills, and the ability to remain present and focused. Mindfulness, as a practice that enhances these qualities, has gained recognition for its potential to improve teachers' emotional regulation, reduce stress, and enhance overall teaching competence. Despite the growing interest in mindfulness within educational settings, there is a lack of comprehensive studies focused on the mindful ness levels of prospective teachers, particularly in the Thoothukudi district. Prospective teachers, who are in the crucial phase of their professional development, stand to benefit greatly from mindfulness practices. By cultivating mindfulness early in their careers, these future educators can develop the resilience and emotional awareness needed to manage classroom challenges effectively and foster a supportive learning environment for their students.

Understanding the current levels of mindfulness among prospective teachers is essential for several reasons:

1. Enhancing Teacher Education Programs : Identifying the mindfulness levels of prospective teachers can provide valuable insights for teacher education programs. It can highlight areas where mindfulness training could be integrated into the curriculum to better prepare teachers for the emotional and cognitive demands of the profession.

2. Improving Teaching Competence:

Mindfulness has been shown to improve focus, decision-making, and emotional regulation, all of which are critical components of effective teaching. By assessing mindfulness among prospective teachers, this study can contribute to strategies aimed at enhancing their teaching competence.

3. Promoting Mental Well-being : The teaching profession is inherently stressful, and equipping prospective teachers with mindfulness skills can help them manage stress, reduce burnout, and maintain mental well-being throughout their careers.

4. Supporting Student Outcomes : Teachers who practice mindfulness are better equipped to create a positive classroom atmosphere, which can significantly impact student engagement, learning, and overall well-being. This study's findings could inform initiatives to support both teachers and students through mindfulness practices.

Most existing research on mindfulness in education has been conducted in Western countries or at a national level in India. There is a scarcity of region-specific studies, particularly in the Thoothukudi district, that take into account local socio-cultural factors influencing mindfulness among prospective teachers. Given the increasing demands on teachers and the proven benefits of mindfulness, this study is essential for identifying the mindfulness levels of prospective teachers in the Thoothukudi district. The results will provide a foundation for incorporating mindfulness training into teacher education, ultimately leading to more effective teaching practices and improved outcomes for both educators and students.

OBJECTIVES

1. To assess the mindfulness levels of prospective teachers
2. To determine the differences, if any, in mindfulness based on demographic variables such as family type, year of study, sibling presence, religious and spiritual beliefs, and degree completed

NULL HYPOTHESES

1. There is no significant difference between prospective teachers from nuclear and joint families in their mindfulness.
2. There is no significant difference between first-year and second-year prospective teachers in their mindfulness.
3. There is no significant difference between the in mindfulness of prospective teachers who have siblings and those who do not have siblings.

4. There is no significant difference in the mindfulness of prospective teachers based on their religious and spiritual beliefs.
5. There is no significant difference between under graduate and post graduate prospective teachers in their mindfulness.

METHOD

The investigator adopted survey method for the present study. Data were collected using a questionnaire developed by the investigator to assess the mindfulness of prospective teachers. The questionnaire's content validity was confirmed with the help of educational experts.

POPULATION AND SAMPLE

The population for this study comprised of prospective teachers in Thoothukudi district. The sample consisted of 109 prospective teachers who were selected using simple random sampling technique.

DATA ANALYSIS

Null Hypothesis 1

There is no significant difference between prospective teachers from nuclear and joint families in their mindfulness.

Table 1

Difference between Prospective Teachers from Nuclear and Joint Familiesin their Mindfulness

Type of Family	N	Mean	S.D	Calculated 't' value	P value	Remarks at 5% level
Nuclear	80	97.83	12.046	0.205	0.839	NS
Joint	29	97.34	10.345			

From the above table it is found that the calculated 't' value is 0.205 and the P value is 0.839. Since the P value is greater than 0.05, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant difference between prospective teachers from nuclear and joint families in their mindfulness.

Null Hypothesis 2

There is no significant difference between first-year and second-year prospective teachers in their mindfulness.

Table 2

Difference between First-year and Second-year Prospective Teachers in their Mindfulness

Year of Study (B.Ed.)	N	Mean	S.D	Calculated 't' value	P value	Remarks at 5% level
I Year	52	97.60	11.517	0.087	0.931	NS
II Year	57	97.79	11.726			

From the above table it is found that the calculated 't' value is 0.087 and the P value is 0.931. Since the P value is greater than 0.05, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant difference between first-year and second-year prospective teachers in their mindfulness.

Null Hypothesis 3

There is no significant difference in the mindfulness of prospective teachers who have siblings and those who do not have siblings.

Table 3

Difference in the Mindfulness of Prospective Teachers Who Have Siblings and Those Who Do Not have Siblings

Sibling Presence	N	Mean	S.D	Calculated 't' value	'p' value	Remarks at 5% level
Yes	97	97.67	11.520	0.065	0.949	NS
No	12	97.92	12.522			

From the above table it is found that the calculated 't' value is 0.065 and the P value is 0.949. Since the P value is greater than 0.05, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant difference between prospective teachers based on with and without siblings in their mindfulness.

Null Hypothesis 4

There is no significant difference in the mindfulness of prospective teachers based on their religious and spiritual beliefs.

Table 4

Difference in the Mindfulness of Prospective Teachers Based on Their Religious and Spiritual Beliefs

Religious and Spiritual Beliefs	N	Mean	S.D	Calculated 't' value	P value	Remarks at 5% level
Often	63	98.02	11.597	0.335	0.739	NS
Sometimes	46	97.26	11.653			

From the above table it is found that the calculated 't' value is 0.335 and the P value is 0.739. Since the P values is greater than 0.05, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant difference in the mindfulness of prospective teachers based on their religious and spiritual beliefs.

Null Hypothesis 5

There is no significant difference between undergraduate and postgraduate prospective teachers in their mindfulness.

Table 5

Difference between Undergraduate and Postgraduate Prospective Teachers in Their Mindfulness

Level of Education	N	Mean	S.D	Calculated 't' value	P value	Remarks at 5% level
UG	68	96.37	12.095	1.613	0.110	NS
PG	41	99.90	10.421			

From the above table it is found that the calculated 't' value is 1.613 and the P value is 0.110. Since the P value is greater than 0.05, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant difference between undergraduate and postgraduate prospective teachers in their mindfulness.

INTERPRETATIONS

This study examined whether factors like family structure, year of study, sibling presence, religious & spiritual beliefs and educational background influence the mindfulness of prospective teachers.

- ***Family Structure and Mindfulness***: The type of family structure (nuclear vs. joint) does not appear to impact the mindfulness levels of prospective teachers. This suggests that mindfulness may be influenced more by individual factors rather than family dynamics.
- ***Year of Study and Mindfulness***: The stage of their academic journey (first-year vs. second-year) does not seem to affect mindfulness levels. This could imply that mindfulness development in this context is not strongly influenced by the year of study.
- ***Siblings and Mindfulness***: Having siblings or being an only child does not significantly impact mindfulness levels. This suggests that factors other than sibling status may play a more crucial role in shaping mindfulness.
- ***Religious and Spiritual Beliefs and Mindfulness***: The mindfulness levels of prospective teachers are not significantly affected by their religious or spiritual beliefs. This indicates that mindfulness might be more related to personal practice or other intrinsic factors rather than religious or spiritual affiliations.
- ***Education Level and Mindfulness***: The level of education (undergraduate vs. postgraduate) does not seem to influence mindfulness levels. This might suggest that mindfulness is not strongly correlated with the educational level within this group.

Overall, the analysis consistently found that none of these personal and demographic factors significantly impact the mindfulness of prospective teachers in Thoothukudi district.

CONCLUSION

The study's findings reveal that factors such as family structure, year of study, sibling presence, religious beliefs, and educational background do not significantly influence the mindfulness of prospective teachers in the Thoothukudi district. Mindfulness is universal skill that can be cultivated irrespective of personal and demographic backgrounds. The consistent lack of significant differences across these factors suggests that mindfulness among prospective teachers might be influenced by other variables not examined in this study. Factors such as

individual mindfulness practices, personal life experiences, stress levels, or even inherent personality traits could play a more substantial role. Further research could explore these aspects in greater depth to better understand what influences mindfulness in this context. Additionally, it could be valuable to consider qualitative methods to capture personal experiences and practices that might affect mindfulness, as well as longitudinal studies to observe changes over time.

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EXAMINING THE IMPACT OF ICT AWARENESS ON HIGH SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN THOOTHUKUDI CITY

Mrs. R. Thanga Selvam, Dr. G. Rajadhurai

Abstract

This study is to investigate how high school students in Tamil Nadu's Thoothukudi district use information and communication technology (ICT) knowledge in relation to their academic performance. Assessing academic accomplishment and ICT awareness as well as investigating the connection between ICT awareness and academic performance are the main goals. The kids in grade IX (boys and girls) in government, government-aided, and private (Matriculation and CBSE schools) in Thoothukudi city would be the selected demographic for this research. The research is limited to 500 Standard IX pupils from different Thoothukudischools. The sample for this research were chosen using the simple random sampling approach. To find out the significant difference, if any, in the awareness about ICT on academic achievement among high school students and in their dimensions with respect to the following variables were Gender (Male / Female), Type of school (Government / Government Aided / Private), Student's locality (Rural/Urban) and Availability of personal smart phone (Yes/No).

1. Introduction

The field of Information and Communi cation Technology (ICT) is a dynamic and rapidly evolving domain that plays a crucial role in shaping the contemporary world. ICT encompasses a wide array of technologies and tools designed to acquire, store, process, transmit, and disseminate information. This interdisciplinary realm integrates components of computing, telecommunications, audio-visual processing, and network-based information services. In essence, ICT serves as the backbone of our interconnected and digitized society, influencing how individuals communicate, access information, conduct business, and engage with technology (Beynon-Davies, 2004). Continuous advancements in ICT have transformed the way we live, work, and interact, fostering innovation, efficiency, and global connectivity. From the development of hardware components like computers, smartphones, and networking devices to the creation of software applications and communication protocols, ICT provides the infrastructure that underlies the digital age. It empowers individuals, businesses, and governments to leverage technology for various purposes, ranging from enhancing productivity and decision-making to facilitating seamless communication and collaboration across geographical boundaries (Kizza, 2013).

In the 21st century, Information and Communication Technology (ICT) has become an integral part of daily life, influencing various aspects, including education. The awareness and understanding of ICT among senior secondary students are crucial in preparing them for the digital challenges of the contemporary world (Smith, 2018). Senior secondary students, being part of a tech-savvy generation, often exhibit a significant level of familiarity with ICT tools. The prevalence of smartphones, access to the internet, and exposure to digital media contribute to baseline awareness among students (Jones et al., 2020). Educational institutions worldwide

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recognize the importance of incorporating ICT into the curriculum to enhance learning experiences. Many schools introduce ICT-related subjects or integrate technology into various disciplines to promote both digital literacy and subject-specific skills (Brown, 2019).

Teachers play a crucial role in fostering ICT awareness. Professional development opportunities for teachers can ensure they are well-equipped to integrate technology effectively into their teaching methods, thereby influencing students' awareness and proficiency (Harris & Miller, 2022). While high school students generally have a baseline awareness of ICT, on-going efforts are needed to address disparities in access and ensure that students are adequately prepared for the evolving digital landscape. A comprehensive approach that involves both curriculum adjustments and infrastructure improvements can contribute to enhancing ICT awareness among high school students.

ICT and Academic Achievement

The integration of Information and Communication Technology (ICT) into education has become a prominent focus, with potential implications for the academic achievement of senior secondary students. The use of ICT tools and resources in educational settings aims to enhance learning experiences and prepare students for the demands of the digital age (Davis, 2019). Research suggests a positive correlation between ICT use and academic achievement among senior secondary students. For instance, a study by Johnson et al. (2020) found that students who actively engaged with ICT resources demonstrated higher academic performance in subjects where technology was incorporated into the curriculum. The introduction of digital learning environments, facilitated by ICT, has provided students with opportunities for personalized and interactive learning experiences. These environments often cater to different learning styles and abilities, contributing to improved academic outcomes (Smith & Brown, 2018). The integration of Information and Communication Technology has the potential to positively influence the academic achievement of senior secondary students. By providing access to digital learning environments and resources, ICT contributes to a more dynamic and effective learning experience, although addressing challenges related to access remains essential for equitable outcomes.

Need and Significance of the Study

While numerous studies have focused on the utilization of ICT, the majority have centered on Higher Education Students, with none specifically addressing high School students in Tamil Nadu, particularly in the Thoothukudi district. Consequently, there is a necessity to assess the level of ICT awareness and skills among high School Students in this region.

2. Methodology

2.1 Research Model

The research was evaluated with a general survey model. The general survey model is based on the purpose of making generalizations and having ideas about the population through the data gathered from the sample (Simsek, 2012).

2.2 Research group

The research group is the students those who are studying in standard IX (boys and girls) in government, government aided, Private (Matriculation and CBSE schools) in Thoothukudi city. The study is confined to 500 students studying in Standard IX from various schools in Thoothukudi city. Simple Random Sampling technique is used for this study to select the subjects to find out the significant difference, if any, in the awareness about ICT on academic achievement among high school students and in their dimensions with respect to the following variables were Gender (Male/ Female), Type of school (Government/ Government Aided/Private), Student's locality (Rural/Urban) and Availability of personal smart phone (Yes/No).

2.3 Data Collecting Tools

The investigator went through the available literature and had discussions with various experts and his research supervisor before selecting variables. After analyzing the related literature, the researcher decided to continue ahead with the readymade tool such as Attitude Questionnaire invented by S.P. Ahluwalia (1974) seemed to be appropriate. In the present study the instrument employed in this study was a self-structured questionnaire created by the researcher with guidance and standardization to effectively assess the awareness level of high school students. The questionnaire focuses on ICT awareness, utilizing a 5-point scale: 1=Not at all aware, 2=slightly aware, 3=Moderately aware, 4=Aware, 5=Extremely aware. It comprises 32 questions tailored for both male and female participants. For academicachievement of students Examination Marks were utilized.

2.4 Analyzing of Data

In the statistical analyzing of data the SPSS 22.0 package program was used. The results were evaluated at (p-0.05) value and distributed in normal way. For this reason, from parametric tests; t-test and one-way variance analysis (ANOVA) were applied to the variables. Pearson product moment was to find the relationship between ICT awareness and academic achievement among high school students.

3. Results

In the tables below, details of Mean Scores of ICT Awareness Based on Gender are shown.

Table-1

Inferential analysis of data on ICT Awareness of General Scores of students

	Gender	Number	Mean ± Standard Deviation	Percent	t-ratio	Sig
ICT	Male	286	84.36 ± 11.52	57.2	3.087*	0.02
	Female	214	76.34 ±10.57	42.8		

The descriptive statistics as presented in table 1 reveals that the mean and standard deviation for male and female were 84.36 ± 11.52 and 76.34 ± 10.57 respectively. The percentage score for male was 57.2% and female was 42.8% respectively. The significant level of the male and female groups were 0.02 which was lesse than 0.05 level of significance which determined that there was a significant difference between male and female on ICT awareness of students.

Table-2

Descriptive analysis of data on ICT Awareness of General Scores of students

	Schools	Number	Mean ± Standard Deviation	Percent
ICT	Government	135	73.56 ± 10.06	27
	Government Aided	169	78.48 ± 14.01	33.8
	Private	196	84.67 ± 9.36	39.2

The descriptive statistics as presented in table 2 reveals that the mean and standard deviation for students from government, government aided and private sectors were 73.56 ± 10.06, 78.48 ± 14.01 and 84.67 ± 9.36 respectively. The percentage score for teacher's working in government school was 27%, students from government aided were 33.8% and those working in private sector were 39.2% respectively.

Table-3

Analysis of Variance on ICT Awareness among high school students

Attitude	Sum of Square	Df	Mean Square	F-ratio	Sig.
Between Groups	1091.399	2	545.700	4.47*	.013
Within Groups	27852.797	227	122.700		

(Note= * Significant at 0.05 level. P<0.05).

In according to table 3, the teacher's working sectors status was (p<0.05). The value also confirms that there was significant difference among the government, government aided and private sector schools in relation to ICT.

Table-4

Inferential analysis of data on ICT Awareness of General Scores of student's locality

	Gender	Number	Mean ± Standard Deviation	Percent	t-ratio	Sig
ICT	Urban	314	82.29 ± 10.11	62.8	5.19*	0.00
	Rural	286	73.64 ±12.34	57.2		

The descriptive statistics as presented in table 4 reveals that the mean and standard deviation for urban and rural were 82.29 ± 10.11 and 73.64 ± 12.34 respectively. The percentage score for male was 62.8% and female was 57.2% respectively. The significant level of the urban and rural groups were 0.00 which was lesse than 0.05 level of significance which determined that there was a significant difference between urban and rural on ICT awareness of students.

Table-5

Inferential analysis of data on Availability of personal smart phone

Smart phone	Number	Percent
Yes	437	87.4
No	63	12.6

The descriptive statistics as presented in table 5 reveals that the percentage score for using smart personal phone was 87.4% (yes) and 12.6% (no) respectively.

Table-6

Inferential analysis of data on Academic Achievement of General Scores of students

	Gender	Number	Mean ± Standard Deviation	Percent	t-ratio	Sig
Academic Achievement	Male	286	64.05 ± 8.43	57.2	6.087*	0.00
	Female	214	73.11 ±9.14	42.8		

The descriptive statistics as presented in table 6 reveals that the mean and standard deviation for male and female were 64.05 ± 8.43 and 73.11 ± 9.14 respectively. The percentage score for male was 57.2% and female was 42.8% respectively. The significant level of the male and female groups were 0.00 which was lesse than 0.05 level of significance which determined that there was a significant difference between male and female on academic achievement of students.

Table-7

Relationship between ICT Awareness and Academic Achievement

	Number	R value	Sig
ICT Awareness impact on academic achievement	500	0.756	0.001

In Table 7, the computed correlation coefficient 'r' value is reported as 0.756. This 'r' value is then compared to the critical 'r' value from a statistical table, typically associated with the degrees of freedom and the chosen significance level (alpha). The critical significant value, in this case, is mentioned as 0.001. The comparison reveals that the calculated 'r' value (0.612) significantly exceeds at the 5% significance level. This result suggests a strong and statistically significant correlation between the variables under investigation. The decision to reject the null hypothesis aligns with conventional statistical practice, where the rejection indicates that there is a significant relationship between the variables being examined.

Discussion and Conclusion

In this study, 500 high school students from Tamil Nadu's Thoothukudi district participated in a survey. The main goal was to find out how much the students knew about new developments in information and communication technology (ICT) and the many ICT instruments that are available, such as computers, the internet, and mobile phones. Furthermore, the research aimed to investigate the relationship between participants' academic accomplishment and their knowledge of ICT. The results show that high school pupils have a good degree of ICT awareness. The research does, however, point out a gender difference, with men showing greater levels of awareness than women. Additionally, the data shows that kids' overall academic attainment is ordinary. The research reveals a

significant correlation between academic success and ICT awareness. This implies that academic performance is often higher among pupils who have a greater understanding of ICT. This finding implies that there is a substantial and statistically significant connection between the variables being studied. A woman's academic success was superior to a man's. The findings highlight the relationship between high school pupils in the Thoothukudi district's technology knowledge and their academic progress.

Recommendations

It is imperative that parents and guardians support their children's early enrolment in ICT programs. The goal of this program is to make it easier for young people to learn and be exposed to ICT. The construction of infrastructure, such as cyber centres, offices, classrooms, and institutional networks (LAN, WAN, and WIFI), should be a top priority for the government. The provision of necessary networks and software, such as the Internet, e-learning platforms, and education portals, should also be a priority. It is imperative to carry out additional initiatives such as building capacity, creating digital libraries, providing technical support in educational institutions, introducing computer ownership programs for staff and students, encouraging the career development of ICT content, and setting up International Examination Digital Centres (IDEC). Together, these actions help raise people's knowledge of and competency with ICT.

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SMART PHONE AFFECTS THE SCHOOL CHILDREN PSYCHOLOGICALLY AND PHYSICALLY

C. Mohan

Introduction

Internet is used widely today, due to the availability of smartphones and cheap data plans. The born child starts using the smartphones earlier than learning to sit, crawl toddle and speak. A survey indicates that the number of child YouTubers increase now-a-days. The child knows how to make a video and telecast it in YouTube with smartphones.

The children using mobile phones are increasing in multiple after the corona pandemic period as needed to participate in many online classes by using smart phones. While the online classes help the child to get education uni nterrupted, it highly makes the child to be addicted for mobile phones in another way. Shockingly, the school students are adamant to have a mobile as their own. Sometimes they give suicide-threat to their parents to buy them smartphones. Some children go for wage to earn money for buying smart phones. An average of 5 to 6 out of ten children own separate smart-phones . Rest use their parents' mobile.

The time spent before the screen is called "**Screen Time".** One of the primary effects is sight impairment, as children spend 1 to 3 hours daily in front of smart screen. Nearly 100 school students participated for this research with proper tools. It clearlypresents the evidence that Smart phone affects the school children psychologically and physically.

This statistical research involved 100 students, studying 9th standard during the academic year 2023-2024 at St. Mary's Boys Higher Secondary School, Millerpuram, Thoothukudi, Tamilnadu are taken for this statistical research.

Parental Indifference

Parents are responsible for the child's screen time issue as they engage with smartphones for the following reasons.

1. To calm down, when the child cries
2. To divert from obstinacy
3. To keep child calm to continue their work

The Child psychologists that the children who spend much time with smart screen will experience the following:

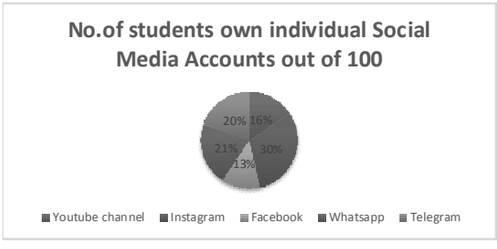
1. Excessive anger
2. Obstinacy
3. Speech impairment
4. Insomnia
5. Lack of listening
6. Learning disability
7. Relationship problem
8. Lack of awareness about one's environment

What happens next? The child goes unstoppable. He/she becomes an addiction to the smartphones.The parents start worrying about their child's behavioral change. Later, it affects physical and mental health of the child simultaneously.

Students having separate smartphones	12 out of 100
Students who share parents' smartphones	64 out of 100
Students those don't use mobile	24 out of 100

Influence of Social Media

The children find great entertainment in social media. It attracts the child with varieties of feature and content. All those things present great challenge to Children's mental health. Sometime they grow social comparison, low self-esteem and embarrassment.



The above pie-chart shows the list of social media used by students and how many students are having individual social media accounts.

B.T Assistant, St.Mary's Boys Hr. Sec School, Millerpuram, Thoothukudi-08

Probably, those accounts are made with fake email IDs, because, eligible age for creating an Email ID is 18. Many of the parents do not know about it. Hence, some child uses parents' email Id for creating social media accounts. It is clear that the child operates the social media either with parents' email Id or with fake Id.

Media Friendship

Though the smart phones are the useful gadgets, they bring the risk of cyberbully. Because the child may become victim of online harassment which can result mental ill health such as anxiety, depression and low self esteem. The following table shows the number of subscribers, followers and friends that the child has in different social media separately.

Instagram Followers	No. Of students out of 100
Above 800	2
Above 400	2
Above 350	2
Above 200	2

Facebook Friends	No. Of students out of 100
Above 1000	4
Above 500	4
Above 300	4
Above 100	2

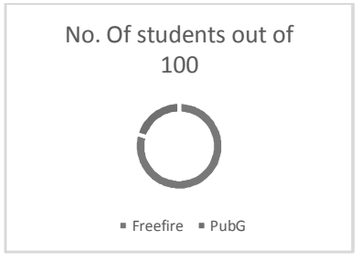
YouTube subscribers	No. Of students out of 100
Above 1000	2
Above 250	2
Above 150	2
Above 50	3

Online Gaming

Playing online games are the most dangerous one in smart phones. Because it limits the physical activity. It causes many serious medical problems like over weight, sight impairment, lack of physical stamina, loss of appetite, digestive disorder, unnecessary palpitation and respiratory problem occasionally. When the child starts playing online games, he doesn't know the passage of time. There are some students who spend money for playing the game. Their list are given below.

Name of the Game	Amount paid for the game (In Rs.)	No. of students out of 100
Free-fire	5000	20
	300	2
	200	2
	10	20

The popular online games played by children are given below.



There are some status in online games. The children are tempted to obtain them. It is told that their Id can be sold out. The value of their IDs depend on the status which they achieved in the game. Some people who obtain high status target the children and sell their Ids with high amount. The students who know the parents' e-wallet pin, purchase it without the knowledge of the parents.

Name of the game	Status in the game	No. Of students out of 100
Free-fire	Master	2
	Elite Heroic	16
	Heroic	22
PubG	Ace-dominate	2

The above table shows the different status and how many students obtained them respectively out of 100.

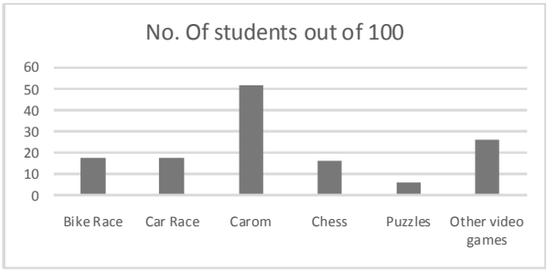
Name of the Game	Their ID Value in Rupees	No. of students out of 100
Free-fire	7000	2
	6000	2
	3000	2

The above table shows the value of their ID in rupees and how many students own them out of 100.

Offline Gaming

Compare to online games, offline games cause less impact. Because online games make the

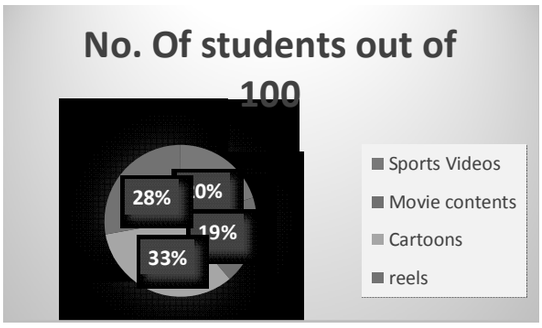
children crazy. Here children can't spend money. The game application is downloaded and played. There are some exceptions in this case, as some games applications need payment to download. There are students who stand adamant to their parents to purchase using their e-wallet. It can easily addict the young heart and mind. Most of the students plays offline games which causes sight impairment. It may lead to lack of concentration in all walk of child's life.



The above bar chart pictures that the list of offline games are played by students and the number of students who play them.

Negative or inappropriate Content

Some students might have been watching negative or inappropriate content due to the influence or misguidance of seniors or peer group members. They don't know whether it is right or wrong. These kind of contents can impact child's mental health. They can lead to abnormal influence on their emotional development first and stress and vulnerability next. The students shut mouth when they are asked about negative or inappropriate content. So the data regarding this is not gathered yet. The below pie-chart shows the list of channels watched by students with numbers.



The below table presents that number of videos uploaded in YouTube by number of students.

No. of videos uploaded in Youtube	No. of students out of 100
Above 100	2
Below 100	4
Below 50	18

Physical and mental Causes

1) Sight Impairment

Staring at smartphone for prolonged hours can lead to various issues such as tired, itchy, and dry eyes, or even blurred vision and headaches. It is common that some students are seemed tired in classrooms. Sometime, they lay on desk. When the teachers enquire, their answer will be Headache. The reason is that the child watch the smart-screen up to late midnight. Sometime, it may be to early morning. Thus the sleepless night makes the child be inattentive in the class.

Screen Time of students (in hours)

Time	Hours spending	No. of students out of 100
Before school	1	26
	1/2	10
	3	8
	2	14
After school	1	22
	1/2	20
During Holidays	12+	52
	5+	14
	2	4
	1	6
Students not use smartphones		24

The above table shows that how long the students

The above bar chart pictures that the list of offline games are played by students and the number of students who play them.

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kind of contents can impact child's mental health. They can lead to abnormal influence on their emotional development first and stress and vulnerability next. The students shut mouth when they are asked about negative or inappropriate content. So the data regarding this is not gathered yet. The below pie-chart shows the list of channels watched by students with numbers.

spend their time before smart phones. These kinds of excessive screen time causes Eye fatigue, called Asthenopia. It may lose interest in tasks such as reading. It brings lack of attention in class room and lack of interest in studies. So it is best to tackle this issue by preventing it rather than looking for a cure later on.

1) Reduced physical Activity and Social Interaction

Excessive smartphone usage can reduce physical activity. It may limit the opportunity of face-to-face social interaction. Then, it leads to feeling isolation, loneliness and serious mental ill-health.

Conclusion

The study makes us know that how the school going child spends his time with smartphones. It is a shocking fact that the smartphone becomes his close companion for all time. The child avoids the fellowship. The child becomes addiction to the mobile-touch and fails in human touch. The Child becomes reserved. He begins to believe that his happiness lies only in smartphones. If the condition continues, the child may suffer physically and mentally in one stage. It will be a severe stage as it is very hard to retrieve the child back. The parents are responsible. They should monitor what their children are watching and restrict them from spending much time on smart screen. They should encourage them in extra-curricular activities. They should have a friendly talk with the ward. Visiting relatives, going outing the some casual deeds which may reduce the screen time of the child. Moreover the parents should limit their smart-screen time when they are with the family. Because what we sow that we harvest.

Follow up activities

1. Make the parents understand the direct causes of smart screen in child's skill development.
2. Ensure that one can get the best education with ones fellowship. When it lacks he/she is stimulated to use Smartphone.
3. Monitor how many hours children spend their time with TV and smart phones.
4. Allow their children to use Smartphone under parents supervision
5. Restriction to use Smartphone alone or indirect manner.
6. Make sure that parents encourage their time with children.
7. In case of any symptoms in eyes, approach medical practitioner.

Awareness activities

The followings are advised to the students

1. Delay in child skill development due to smart screen.
2. The importance of learning with fellowship practically.
3. Understanding that delay cost in speech listening by online classes.
4. The Smartphone should be kept away from children below 2 years.
5. Allow children above 2 year old to use smart screen for an hour.
6. Allow the children to use smart phones under parental supervision.
7. Prohibition of using smart phones without parental supervision
8. Joint family is the best system.
9. Parents spend time with their children.
10. Make sure that any one of the family members should be engaged with the children at all time.
11. Awareness about sight impairment

SOCIAL AWARENESS ANDACHIEVEMENT MOTIVATION AMONG B.ED TRAINEES IN THANJAVUR DISTRICT

Dr. S. Suresh

Abstract

The term social refers to a characteristic of living organisms (humans inParticular, though biologist also apply the term to populations of other animals). Italways refers to the interaction of organisms with other organisms and to their collectiveco-existence, irrespective of whether they are aware of it or not, and irrespective ofwhether the interaction is voluntary or involuntary.Awareness is the state or ability to perceive, to feel, or to be conscious of events,objects or sensory pattern. In this level of consciousness, sense data can be confirmed byan observer without necessarily implying understanding. More broadly, it is the state orquality of being aware of something. In biological psychology, awareness is defined as ahuman's or an animal's perception and cognitive reaction to a condition or event.

1. INTRODUCTION :

Education is essentially a social affair and the school is charged by the society with the duty of training and bringing up the boys and girls so that they may be able to participate in the life of the society to which they belong. Modern school is a miniature community existing for identifying the developing potentialities of children by providing learning experience. Its main duty is to foster the development of individuality and in that process help to manage to adjust to his or her growing social environment.

The educator's duty is not confined in giving instructions to the educed. He should mould the growing organism. The Kothari Commission report (1964 – 66) states "The destiny of India is now being shaped in her class room". Hence the teacher plays an important role in shaping and molding the personality of the student.

2.STATEMENT OF THE PROBLEM:

The above discussion has made the present investigator to choose problem and it is stated as "**SOCIAL AWARENESS ANDACHIEVEMENT MOTIVATION AMONGB.ED TRAINEES IN THANJAVUR DISTRICT".**

3. OBJECTIVES OF THE STUDY:

1. To study the significance of the difference between the following pairs of subSamples with respect to their social awareness (Gender, Locality)
2. To study the significance of the difference between the following pairs of sub-samples with respect to their achievement motivation (Gender, Locality)

4. HYPOTHESES:

The hypothesis of the study is as follows.

1. There is no significant difference in social awareness between male and female.
2. There is no significant difference in social awareness between Rural and urban area.
3. There is no significant difference in achievement motivation between male and female.
4. There is no significant difference in achievement motivation between Rural and urban area.

9. REVIEW OF RELATED STUDIES :

Review of related studies involves systematic identification, location and analysis of documents containing information related to the chosen research problem. These documents include articles, abstracts, reviews, monographs,

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dissertations, books, other research reports and electronic media. The review has several important functions, which makes it worth the time and effort.

10. STUDIES RELATED TO SOCIAL AWARENESS :

Kenneth et.al., (2000). Moral Awareness in Business Organizations: Influences of Issue – Related and Social Context Factors. Individuals' awareness of moral issues is an important first step in the ethical decision-making process. Relying on research in social cognition and business ethics, we hypothesized that moral awareness is influenced by issue related factors (magnitude of consequences of the moral issue and issue framing in moral terms) and social context related factors (Competitive context and perceived social consensus that the issue is ethically problematic). The hypotheses were tested in a field experiment involving 291 competitive intelligence practitioners. Results generally supported the hypothesis. Qualitative analysis yielded additional insights into the content of respondents' moral awareness.

David Lavallee (2006). This study indicate that the individuals do not have a high level of career social awareness, have done relatively little post achievement career planning during their coaching careers, and moderately appreciate their career transition needs. However, a positive relationship is found between support systems for coaches and career awareness, career planning, and career transition needs. This study discussed with regard to career transition theory, as well as previous research on career transitions among society.

11. STUDIES RELATED TO ACHIEVEMENT MOTIVATION :

Shores, Melanie ChanMin (2007) studied the Effects of Self-Regulation, Motivation, anxiety and Attributions on Mathematics Achievement for Fifth and Sixth Grade Students. For this quantitative study, a total of 761 students (58.1% female) from selected fifth-and sixth-grade mathematics classrooms in Alabama were surveyed in order to investigate the relationships between self-regulated learning, motivation, anxiety, attributions and achievement in mathematics. Data analyses revealed that significantly contributions are made by motivation and anxiety on both test score and mathematics grade for fifth grade students. Specific factors (e.g., self-efficacy, worry, other, and failure) were related to academic performance while failure attribution was significantrelated to mathematics grade. As for sixth grade students, data analyses showed relationships exist between motivation, anxiety and academic performance with specific factors (e.g. self-efficacy, intrinsic value, and worry) significantly predicting both test score and mathematics grade for sixth graders. The findings underlie the importance of motivation and anxiety for students and how these constructs interact to facilitate self-regulation over the course of developing expertise in a domain, such as mathematics.

12.METHOD OF STUDY :

The methodadopted is normative survey. It involves describing, recording, analysis and interpreting the data which are all directed towards a better understanding of thestudy.

12. TOOLSUSED IN THE STUDY :

The data are necessary for carrying out research investigation. It must be collected with special instruments of devices. The successful outcome of research mainly depends upon the proper selection of research tools so the investigator used the following tools.

1. Social awareness questionnaire.
2. Achievement motivation scale.

13. VALIDITY OF THE TOOL:SOCIAL AWARENESS QUESTIONNAIRE

The validity of the tool was ensure by construct validity. The item in the social awareness questionnaire was subjected to item analysis and score has significant value selected for the final study. Hence, the social awareness Questionnaire has construct validity. The content

validity was ensured by getting opinion or judgment from the experts in the field of education and psychology.

14. RELIABILITY OF THE TOOL:

The investigator of the present study also found the reliability value for this scale by using split half method, which was found to be 0.72.

15. VALIDITY OF THE TOOL : ACHIEVEMENT MOTIVATION SCALE

A test is valid only if it measures effectively what it is intend to measure. Validity means truthfulness (Ross and Stanley 1959). The achievement motivation scale has face validity According to Anastasi (1958), "The face validity refers to what the test necessarily measures but to what if appear to measure.

The achievement motivation scale was given to the experts in order to ascertain its face validity. The experts agreed that the items in the achievement motivation scale are relevant. In the t study, the co-efficient of internal consistency has been found out by the split half method. It is found to be 0.86.

16.STATISTICAL TECHNIQUES TO BE USED:

The analysis of the data, the following statistical techniques have been used.

a. descriptive analysis (mean and S.D)

b. differential analysis('t'test)

DESCRIPTIVE ANALYSIS

17. SOCIAL AWARENESS OF DIFFERENT VARIABLES:

A more detailed analysis of the study of measuring social awareness scores of the sample of the study has been made by calculating the mean and standard deviation for the entire samples and different sub groups is shown in the table.

Null Hypothesis:

There is no significant difference between the male and female B.Ed trainee level with respect to their social awareness.

TABLE : 4.1

Table showing the mean, SD and 't' Scores between male and female B.Ed trainee level with respect to their social awareness .

S.no	Gender	N	Mean	SD	SE_D	/m1-m2/	't' value	Level of significance
1	Male	90	46.112	4.9764	0.565	0.875	1.54	Not Significant
2	Female	247	46.987	3.335				

Table value 1.96 > calculated value 1.54 at 0.05 level

From above table, it is observed that the male student social awareness was found to be more or less same that female studentssocial awareness.

Hence, it is found that, there is no significant difference between the male and female B.Ed trainee level with respect to their social awareness and therefore the null hypothesis is accepted.

Null Hypothesis:

There is no significant difference between the Rural and Urban B.Ed trainee level with respect to their social awareness.

Table:4.2

Table showing the mean, SD and't' score between Rural and Urban B.Ed trainee level with respect to their social awareness.

S.no	Native Place	N	Mean	SD	SE_D	/m1-m2/	't' value	Level of significance
1	Rural	254	46.97	3.831	0.494	0.006	87.249	Significant
2	Urban	83	46.97	3.939				

Table value 1.96 < calculated value 2.49

From the above table it is observed that the Rural B.Ed trainee social awareness is found to be more or less same that of Urban.

Hence, it is found that, there is significant difference between the Rural and Urban B.Ed trainee level with respect to their social awareness.and therefore the null hypothesis is not accepted.

Null Hypothesis:

There is no significant difference between the male and female B.Edtrainee with respect to their achievement motivation.

Table : 4.3

Table showing the mean, SD and‘t’ scores between male and female B.Ed trainee with respect to their achievement motivation.

S.no	Gender	N	Mean	SD	SE_D	$/m_1-m_2/$	‘t’ value	Level of significance
1	Male	90	80.834	9.092	1.093	1.549	1.418	Not Significant
2	Female	247	82.382	8.2722				

Table value 1.96 > calculated value 1.418 at 0.05 level

From the above table, it is observed that the Male are found to be more or less same that Female B.Ed trainee with respect to theirachievement motivation and therefore the research hypothesis is accepted.

Hence, it is found that there is no significant difference between the male and female B.Ed trainee with respect to theirachievement motivation and therefore the null hypothesis is accepted.

Null Hypothesis :

There is no significant difference between the Rural and Urban B.Ed trainee with respect to their achievement motivation.

Table : 4. 4

Table showing the mean, SD and‘t’ scores between Rural and Urban B.Ed trainee with respect to their achievement motivation.

S.no	Native Place	N	Mean	SD	SE_D	$/m_1-m_2/$	‘t’ value	Level of significance
1	Rural	254	81.13	9.811	1.057	1.48	1.400	Not Significant
2	Urban	83	82.61	7.838				

Table value 1.96 > calculated value 1.400

From the above table it observed that the Rural B.Edtrainee are found to be more or less same that of achievement motivation.

Hence, it is found that there is no significant difference between the Rural and UrbanB.Ed trainee with respect to theirachievement motivation and therefore the research hypothesis is accepted.

18. FINDIGS OF THE STUDY:

The following are main findings of the study.

1. There is no significant difference between the social awareness of male and female with respect to B.Ed., trainees the male trainees and the female trainees are at the same level in their social awareness.
2. There is no significant difference between in the social awareness of rural and urban with respect to B.Ed., trainees the rural trainees and urban trainees are at the same level in their social awareness.
3. There is no significant difference in achievement motivation between male and female.
4. There is no significant difference in achievement motivation between Rural and urban area.

19.CONCLUSION:

The social awareness and achievement motivation of B.Ed., female trainees are higher than male trainees. So the male trainees improve in all aspect in social awareness and achievement motivation.

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RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS IN SALEM DISTRICT

Dr. S. Gerald

Abstract

This study examines the relationship between social intelligence and academic achievement among IX standard students in Salem District. Social intelligence, the capacity to navigate and manage social interactions effectively, is recognized as a vital skill influencing educational outcomes. A descriptive survey method was employed, involving a representative sample of IX standard students from various schools in the district. Constructed and standardized tools were used to assess social intelligence, while academic achievement was determined through students' performance in school examinations. The investigator used random sampling techniques to select a sample of 400 high school students. Random sampling helps ensure that the sample is representative of the larger population of high school students.Data analysis revealed a significant positive correlation between social intelligence and academic achievement, suggesting that students with enhanced social intelligence are more likely to excel academically. The findings emphasize the need for integrating social and emotional learning programs into school curricula to foster both academic success and interpersonal competence. This research contributes to the growing body of knowledge on the interplay between emotional and cognitive factors in education.

Keywords : *Social Intelligence, Academic Achievement,Education, Social-Emotional learning, Student Performance and IX standard students.*

INTRODUCTION

Education is a multidimensional process that shapes individuals academically, socially, and emotionally. In the 21st century, success in education is not solely determined by cognitive abilities but also by a student's ability to navigate and manage social relationships effectively. Social intelligence, defined as the capacity to understand and interact effectively with others, has emerged as a critical factor in personal and academic success.

SIGNIFICANCE OF THE STUDY

Social intelligence is the mental ability to understand the motives, emotions, intentions and actions of other people and to motivate and influence the behaviour of people in group. Persons with high social intelligence are usually good in recognizing subtle facial, verbal and behavioural clues in other people that can indicate their emotions and intentions. It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education. It relatively helps the students to be endowed with certain cognitive understanding and adjustment faces the new situations. Social intelligence is the ability and to understand and manage wisely in human relations. It purely deals with a person's knowledge of social situations.

Academic achievement is important for students as a tool for their successful life. Academic achievement is the ability of an

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individual to manage himself and his activities in a regulated and intellectual manner. The intelligence of a student helps a student to manage himself, which has a profound effect on wellness and academic achievement with a sound mind, body and sound management approach. It is easier for an individual to overcome his problem and lead a successful life. In this study wellness and academic achievement is an integral part of a whole person. So the investigator wants to study the relationship between social intelligence and academic achievement of standard IX students in Salem district.

STATEMENT OF THE PROBLEM

"Relationship between Social Intelligence and Academic Achievement of IX Standard Students in Salem District**"**

DEFINITION OF THE KEY TERMS

Social Intelligence

By the term social intelligence, the investigator refers to social intelligence as the stability to understand others and act widely in human relations.

Academic Achievement

According to the investigator, academic achievement refers to the accomplishment of the individual in the school subjects.

IX Standard Students

By the term IX standard students, the investigator means those who are studying IX standard students in Salem district.

REVIEW OF RELATED STUDIES

Shoba (2015) made a study on personality patterns and social skills of institutionalized deprived and normal family-reared students. The findings of the study were:i) there was significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared students, ii) there was no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared students and iii) there was no correlation between personality patterns and social skills of institutionalized deprived and normal family-reared students.

Liu Xiaoyan (2011) conducted a study on "Young children's social skills development and academic achievement analysis of developmental influences". Using a national data set of the early childhood study class of 1998-1999.This study examined several relating to two particular social skills. The findings were reveal that the implications about nurturing children's social skills question at an early age and enhancing their early social skills in school. Particularly WRS was recommended as an important indicator for academic success and for a potential intervention program.

OBJECTIVES

- To find out whether there is any significant difference between male and female students of standard IX in their social intelligence.
- To find out whether there is any significant difference between rural and urban school students of standard IXin their social intelligence.
- To find out whether there is any significant difference between Tamil and English medium studentsof standard IX in their social intelligence.
- To find out whether there is any significant difference betweendays-scholar and hosteller studentsof standard IX in their social intelligence.

HYPOTHESES

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

DELIMITATIONS OF THE STUDY

- The present study is confirmed only with the high school students those who are studying IX standard.
- Sample for the study is limited to 400 IX standard students only.

METHOD ADOPTED FOR THE PRESENT STUDY

The investigator adopted the survey method to find out the "Relationship between Social Intelligence and Academic Achievement of Standard IX Students in Salem District".

POPULATION FOR PRESENT STUDY

The population for the present study consists of IX standard students, who are studying in Salem district.

SAMPLES FOR THE STUDY

The investigator has used random sampling technique for selecting the sample from the population. The investigator randomly selected 400 IX standard students in Salem district.

TOOLS USED FOR THE PRESENT STUDY

By keeping various objectives and purposes of the study in mind, the investigator prepared the following tools.

1. Social Intelligence Scale validatedDr.S.Jerald (2023).
2. Academic achievement obtained from half yearly examination marks in the academic year 2023-2024.

DESCRIPTION OF THE TOOLS

SOCIAL INTELLIGENCE SCALE

Social Intelligence Scale (SIS) prepared by Gerald and SudhaPriya (2023). This questionnaire has 16 items on the aspects of social intelligence.

Construction of the Tool

The investigator developed 16 items based on the materials collected pertaining to social intelligence from various sources like reference books, research journals, websites and text books.

Before finalizing the scale, a pilot study was conducted. The drafted questionnaire consisting of 21 items was used for the pilot study. The social intelligence scale was administered on a sample of 50 students.

Establishing the Validity

The preliminary draft tools of the variables namely, SIS was given to experts in psychology who examined the different items of the tools and their opinions were highly solicited. After the tools were translated to Tamil by the investigator, it was given to an expert in Tamil for further scrutiny. His suggestions regarding the suitability and standard of language are considered. Thus the content validity of the tool was established.

It is a five point scale. The respondent has to choose any one from the given five responses namely, i) Strongly Agree, ii) Agree, iii) Undecided, iv) Disagree and v) Strongly Disagree.

STATISTICAL TECHNIQUES USED

Percentage analysis, were used in this study.

ANALYSIS OF DATA

Table - 1

Level of social intelligence of IX standard students with respect to gender

Dimensions of Social Intelligence	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Social information processing	Male	34	18.5	139	59.7	51	21.9
	Female	24	14.4	95	56.9	48	28.7
Social skills	Male	62	26.6	129	55.4	42	18.0
	Female	28	16.8	93	55.7	46	27.5
Social awareness	Male	61	26.1	136	58.4	36	15.5
	Female	36	21.5	107	64.1	24	14.4
Overall social intelligence	Male	56	24.0	137	58.8	40	17.2
	Female	34	20.4	90	53.9	43	25.7

It is inferred from the above table that among the male students, 18.5% of them have low, 59.7% of them have moderate and 21.9% of them have high level of social information processing. Among the female students, 14.4% of them have low, 56.9% of them have moderate

and 28.7% of them have high level of social information processing.

Among the male students, 26.6% of them have low, 55.4% of them have moderate and 18.0% of them have high level of social skills. Among the female students, 16.8% of them have low, 55.7% of them have moderate and 27.5% of them have high level of social skills.

Among the male students, 26.1% of them have low, 58.4% of them have moderate and 15.5% of them have high level of social awareness. Among the female students, 21.5% of them have low, 64.1% of them have moderate and 14.4% of them have high level of social awareness.

Among the male students, 24.0% of them have low, 58.8% of them have moderate and 17.2% of them have high level of overall social intelligence. Among the female students, 20.4% of them have low, 53.9% of them have moderate and 25.7% of them have high level of overall social intelligence.

Table - 2

Level of social intelligence of IX standard students with respect to locality of the school

Dimensions of Social	Locality of the school	Low		Moderate		High	
		N	%	N	%	N	%
Social information	Rural	27	13.6	126	63.3	46	23.1
	Urban	40	19.9	108	53.7	53	26.4
Social skills	Rural	41	20.6	119	59.8	39	19.6
	Urban	49	24.4	103	51.2	49	24.4
Social awareness	Rural	55	27.6	116	58.3	28	14.1
	Urban	42	20.9	127	63.2	32	15.9
Overall social intelligence	Rural	51	25.6	111	55.8	37	18.6
	Urban	39	19.4	116	57.7	46	22.9

It is inferred from the above table that among the rural school students,13.6% of them have low, 63.3% of them have moderate and 23.1% of them have high level of social information processing. Among the urban school students,19.9% of them have low, 53.7% of them have moderate and 26.4% of them have high level of social information processing.

Among the rural school students, 20.6% of them have low, 59.8% of them have moderate and 19.6% of them have high level of social skills. Among the urban school students,24.4% of them have low, 51.2% of them have moderate and 24.4% of them have high level of social skills.

Among the rural school students, 27.6% of them have low, 58.3% of them have moderate and 14.1% of them have high level of social awareness. Among the urban school students, 20.9% of them have low, 63.2% of them have moderate and 15.9% of them have high level of social awareness.

Among the rural school students, 25.6% of them have low, 55.8% of them have moderate and 18.6% of them have high level of overall social intelligence. Among the urban school students, 19.4% of them have low, 57.7% of them have moderate and 22.9% of them have high level of overall social intelligence.

Table - 3

Level of social intelligence of IX standard students with respect to medium of instruction

Dimensions of Social Intelligence	Medium of instruction	Low		Moderate		High	
		N	%	N	%	N	%
Social information processing	Tamil	43	17.9	142	59.2	55	22.9
	English	24	15.0	92	57.5	44	27.5
Social skills	Tamil	52	21.7	141	58.8	47	19.6
	English	38	23.8	81	50.6	41	25.6
Social awareness	Tamil	55	22.9	156	65.0	29	12.1
	English	42	26.2	87	54.4	31	19.4
Overall social intelligence	Tamil	49	20.4	147	61.2	44	18.3
	English	41	25.6	80	50.0	39	24.4

It is inferred from the above table that among the Tamil medium students, 17.9% of them have low, 59.2% of them have moderate and 22.9% of them have high level of social information processing. Among the English medium students,15.0% of them have low, 57.5% of them have moderate and 27.5% of them have high level of social information processing.

Among the Tamil medium students, 21.7% of them have low, 58.8% of them have moderate and 19.6% of them have

high level of social skills. Among the English medium students,23.8% of them have low, 50.6% of them have moderate and 25.6% of them have high level of social skills.

Among the Tamil medium students, 22.9% of them have low, 65.0% of them have moderate and 12.1% of them have high level of social awareness. Among the English medium students, 26.2% of them have low, 54.4% of them have moderate and 19.4% of them have high level of social awareness.

Among the Tamil medium students, 20.4% of them have low, 61.2% of them have moderate and 18.3% of them have high level of overall social intelligence. Among the English medium students, 25.6% of them have low, 50.0% of them have moderate and 24.4% of them have high level of overall social intelligence.

Table - 4

Level of social intelligence of standard ix students with respect to nature of accommodation

Dimensions of Social Intelligence	Nature of Accommodation	Low		Moderate		High	
		N	%	N	%	N	%
Social information processing	Days-scholar	58	17.2	191	56.7	88	26.1
	Hosteller	9	14.3	43	68.2	11	17.5
Social skills	Days-scholar	68	20.2	194	57.5	75	22.3
	Hosteller	22	34.9	28	44.5	13	20.6
Social awareness	Days-scholar	87	25.8	197	58.5	53	15.7
	Hosteller	10	15.9	46	73.0	7	11.1
Overall social intelligence	Days-scholar	78	23.1	184	54.6	75	22.3
	Hosteller	12	19.0	43	68.3	8	12.7

It is inferred from the above table that among the days-scholar students,17.2% of them have low, 56.7% of them have moderate and 26.1% of them have high level of social information processing. Among the hosteller students,14.3% of them have low, 68.2% of them have moderate and 17.5% of them have high level of social information processing.

Among the days-scholar students, 20.2% of them have low, 57.5% of them have moderate and 22.3% of them have high level of social skills. Among the hosteller students,34.9% of them have low, 44.5% of them have moderate and 20.6% of them have high level of social skills.

Among the days-scholar students, 25.8% of them have low, 58.5% of them have moderate and 15.7% of them have high level of social awareness. Among the hosteller students, 15.9% of them have low, 73.0% of them have moderate and 11.1% of them have high level of social awareness.

Among the days-scholar students, 23.1% of them have low, 54.6% of them have moderate and 22.3% of them have high level of overall social intelligence. Among the hosteller students, 19.0% of them have low, 68.3% of them have moderate and 12.7% of them have high level of overall social intelligence.

FINDINGS

- There is significant difference between male and female students in their social skills and social intelligence. While comparing the mean scores of male (mean=18.49) and female students (mean=19.54) in their social skills, the female students are better than the male student. While comparing the mean scores of male (mean=52.16) and female students (mean=53.61) in their overall social intelligence, the female students are better than the male students but there is no significant difference between male and female students in their social information processing, social awareness.
- There is significant difference between rural and urban school students in their social awareness. While comparing the mean scores of rural school students (mean=16.26) and urban school students (mean=16.86), the urban school students are better than the rural school students but there is no significant difference between rural and urban school students in their social information processing, social skills and social intelligence.

- There is no significant difference between Tamil and English medium school students in their social information processing, social skills, social awareness and social intelligence.
- There is no significant difference between days-scholar and hosteller students in their social information processing, social skills, social awareness and social intelligence.

CONCLUSION

The study on the relationship between social intelligence and academic achievement among IX standard students in Salem District reveals that social intelligence significantly influences students' academic performance. Students with higher levels of social intelligence tend to demonstrate better academic outcomes due to their enhanced ability to interact effectively with peers, teachers, and their social environment.

The findings underscore the importance of considering non-cognitive skills, such as social intelligence, in educational strategies aimed at improving student achievement. Developing social intelligence equips students with critical life skills such as empathy, communication, and conflict resolution, which are vital for both academic success and personal growth.

This study highlights the need for a holistic approach to education that integrates social-emotional learning into the curriculum, fosters collaborative learning environments, and provides adequate support from teachers and parents. By prioritizing the development of social intelligence alongside academic skills, schools can better prepare students for the complexities of modern life and future career challenges.

Future research could further explore the long-term impact of social intelligence on academic and life outcomes, offering deeper insights into how educational systems can nurture well-rounded individuals.

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THE PERSPECTIVE OF NON-TEACHING EMPLOYEES IN CHENNAI'S EDUCATIONAL INSTITUTIONS TOWARD THE TEACHING PROFESSION

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Abstract

This research paper is an attempt to find out the perspective of Non-teaching employees of educational institutions towards teaching profession in Chennai. The study is on the basis of their Gender, Locale, Marital Status, Type of Institution, Age, Educational Qualification and Experience. The sample consists of 200, non-teaching employees from ten colleges of Chennai, of which 78 are male and 122 are female. The modified version of the "Perspective Towards Teaching Profession" scale developed by Dr.Umesh Sharma was administered to collect the data and Random sampling technique was used. Percentage analysis, t-test and F-test are the statistics used for data analysis. The findings of the study reveal that 73% of the non-teaching employees shows medium level of perspective towards teaching profession and 16.50% of the non-teaching employees shows low level of perspective and 10.50% of them shows high level of perspective towards teaching profession. Perspective of non-teaching employees towards teaching profession is moderate with reference to the dimensions such as social and psychological, economic, academic, administrative and co-curricular aspects. Locale and type of institution have impact on the perspective of the non-teaching employees of educational institutions towards teaching profession in Chennai. The recommendations are also given at par with the findings for implications.

Keywords :

Non – teaching Employees, Perspective, Teaching Profession, Chennai

INTRODUCTION

Any society can rise only up to the level of its teachers. Teaching is the profession that shapes education. It is the essential profession which makes all other professions possible. Well qualified, caring and committed teachers will improve curricula, assessment and highest standard in the world. It is a demanding job that requires in-depth knowledge of subject, content and age specific pedagogy. It also requires many skills such as patience, leadership, creativity, administration, counseling, etc. It is viewed as an instrument to develop the cognitive qualities, intelligence, tolerance and understanding of people. It should prepare the younger generations to understand and face the challenge of the world. In this context, the teachers have more responsibilities in moulding the character of students, to help them in their development of physical, mental, emotional and intellectual growth. Non-teaching employees can be called, 'Para-Teaching Force' because their service is in no way inferior in the mission on imparting quality education.

RATIONALE FOR THE STUDY

In olden days, people had great regard and respect for teachers. Teachers were respected by every member of the society. As time changes, the perspective were also changed. The researchers felt the changes in the perspective of people towards teaching profession. An educational institution consists of teaching and non-teaching employees. Both work together for the betterment of the institution. All

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the details regarding the students are available in the office which could be got from the non-teaching employees. Non-teaching employees also carry out the work which helps the teaching employees directly as well as indirectly. Non-teaching employees help not only the institution and the students but also the teaching employees.

The smooth functioning of the educational institution depends upon the cordial relationship between the teaching and non-teaching employees. But the researchers sense the negative perspective that exists among the non-teaching employees working in the educational institutions. This would affect their relationship with their teacher-counterpart and mutilate the very system of education. Before developing the perspective of non-teaching employees working in educational institutions, their perspective towards teaching profession should be found out.

Some studies have been undertaken to find out the perspective of teachers at various levels such as college (Pandu, 2001) and senior secondary (Orgi, 2003) and secondary (Ghanti Parvate and Jegadish, 2009). The studies have also been taken to find out the influence of different variables like gender, experience, locale, social status, management of schools, etc. on the perspective of teachers towards teaching profession. The barriers met out by the teachers in developing the professional skill also have been found out. (F.Peretomode Victor, 2007). But, as far as the studies reviewed by the investigators are concerned, no study has been undertaken, so far, to find out the perspective of non-teaching employees towards teaching profession. Hence, this study is undertaken.

STATEMENT OF THE PROBLEM

The title of the study is "Perspective of Non-teaching Employees in Chennai's Educational Institutions toward the Teaching Profession".

Operational Definitions of Key Terms

Perspective – This refers to someone's opinions or feeling about something, especially as shown by their behaviour.

(Non-teaching employees – This refers to the persons working in the educational institutions, other than the teachers.

(Educational Institution: The term is used as the social institution that ensures the transmission of knowledge from one generation to other.

Teaching Profession: It is the work or occupation of teachers. The term, here, refers to a high – status occupation which is composed of highly trained expert performing a very specialized role in society.

OBJECTIVES OF THE STUDY

1. To study the perspective of non-teaching employees in educational institution towards teaching profession in general and in the following dimensions.

a) Academic aspect b) Administrative aspect c) Co-curricular aspect

d) Economic aspect and e) Social and Psychological aspect

2. To study the differences, if any, in the perspective of non-teaching employees in educational institution towards teaching profession in general and in different dimensions with respect to the following variables:

a) Gender b) Locale c) Marital Status and d) Type of Institution

3. To study the differences, if any, in the perspective of non-teaching employees of educational institutions towards teaching profession in general and in different dimensions with respect to the following variables:

a) Age b) Educational Qualification and c) Experience

METHODOLOGY

In this study, the investigator adopted the survey method of research. The sample for the present study consists of 200 non-teaching employees from ten colleges in Chennai. Random Sampling technique has been adopted in this study. The modified version of the "Perspective towards teaching Profession" scale developed

by Dr.Umesh Sharma was the tool used in the study. The collected data were analyzed statistically, using the statistical techniques such as Percentage analysis, 't' test and 'F' test.

DELIMITATION

(i) This study is delimited to Arts and B.Ed. colleges only.

(ii) Only a few variables were selected for the study.

(iii) Only a few dimensions of teaching profession were selected for the study.

(iv) Non-teaching employees working in office and laboratory only were selected.

FINDINGS

Table: I Level of perspective of non-teaching employees towards teaching profession in general and in different dimensions.

Sl. No.	Dimension	Low		Medium		High	
		No.	%	No.	%	No.	%
1	**General**	**33**	**16.50**	**146**	**73.00**	**21**	**10.50**
2	Social and Psychological aspects	31	15.5	142	71.00	27	13.50
3	Economic aspects	31	15.50	146	73.00	23	11.50
4	Academic aspects	33	16.50	143	71.50	24	12.00
5	Administrative aspects	23	11.50	145	72.50	32	16.00
6	Co-curricular aspects	36	18.00	144	72.00	20	10.00

The Table-I shows that 73% of the non –teaching employees shows medium level of perspective and 16.50% of the non-teaching employees shows low positive perspective and 10.50% of the non-teaching employees shows high positive perspective towards teaching profession. The table also shows the perspective of non-teaching employees in Chennai towards teaching profession in different dimensions such as social and psychological aspects, economic aspects, academic aspects, administrative aspects and co-curricular aspects.

Table -II t-value of perspective of non-teaching employees towards teaching profession w.r.t. variables

Variable	Dimension	Category	Number	Mean	SD	t	Remarks
Gender	General	Male	78	193.218	24.362	0.140	N.S.
		Female	122	193.697	22.232		
	Social and Psy. Aspects	Male	78	59.385	8.484	0.324	N.S.
		Female	122	59.770	7.755		
	Economic aspects	Male	78	30.218	8.484	0.210	N.S
		Female	122	54.402	7.607		
	Academic Aspects	Male	78	30.218	5.322	1.352	N.S.
		Female	122	31.270	5.440		
	Administrative Aspects	Male	78	36.679	5.504	0.948	N.S.
		Female	122	35.918	5.602		
	Co-curricular aspects	Male	78	12.295	2.869	0.102	N.S.
		Female	122	12.336	2.675		
Locale	General	Rural	77	187.403	26.401	2.838	S
		Urban	123	197.333	19.810		
	Social and Psy. Aspects	Rural	77	58.273	8.981	1.802	N.S.
		Urban	123	60.463	7.281		
	Economic aspects	Rural	77	52.584	8.277	2.712	S
		Urban	123	55.691	7.206		
	Academic Aspects	Rural	77	29.649	6.81	2.408	S
		Urban	123	31.618	4.806		
	Administrative Aspects	Rural	77	35.403	6.598	1.692	N.S.
		Urban	123	36.724	4.758		
	Co-curricular aspects	Rural	77	11.494	2.785	3.405	S
		Urban	123	12.837	2.602		
Marital Status	General	Married	145	193.269	23.123	0.240	N.S
		Unmarried	55	194.145	22.98		
	Social and Psy. Aspects	Married	145	60.076	7.805	1.254	N.S
		Unmarried	55	58.418	8.544		
	Economic aspects	Married	145	54.400	7.852	0.285	N.S.
		Unmarried	55	54.745	7.595		
	Academic Aspects	Married	145	30.724	5.627	0.618	N.S.
		Unmarried	55	31.218	4.808		
	Administrative Aspects	Married	145	35.814	5.596	1.692	N.S.
		Unmarried	55	37.273	5.385		
	Co-curricular aspects	Married	145	12.255	2.713	0.530	N.S.
		Unmarried	55	12.491	2.847		

Type of Institution	General	Aided	143	191.657	24.509	2.051	S
		Private	57	198.158	18.251		
	Social and Psy. Aspects	Aided	143	59.462	8.499	0.483	N.S.
		Private	57	60.018	6.838		
	Economic aspects	Aided	143	53.720	8.057	2.447	S.
		Private	57	56.439	6.668		
	Academic Aspects	Aided	143	30.552	5.730	1.420	N.S.
		Private	57	31.632	4.451		
	Administrative Aspects	Aided	143	35.846	5.798	2.032	S
		Private	57	12.930	2.648		
	Co-curricular aspects	Aided	143	12.077	2.756	2.032	N.S.
		Private	57	12.930	2.648		
Table value for 0.05 level of significance – 1.96							

Table II shows that the variables gender and marital status do not have any impact on the perspective of non-teaching employees in the educational institutions towards teaching profession in general and in different dimensions. The non-teaching employees from urban have positive perspective towards teaching profession more than their rural counterpart in general and in economic, academic and co-curricular aspects. The table also shows that perspective of the non-teaching employees working in un-aided colleges is more positive than the non-teaching employees working in the aided colleges in general and in the dimensions 'economic' and 'administrative' aspects.

Table: III F value of perspective of non-teaching employees towards teaching profession w.r.t. variables

Variable	Category	Dimension	Square of variation	Sum of Squares	df	Mean Square	F	Remarks
Age	Age20-30 Age31-40 Age41-50 Age51-60	General	Between	373.00	3	124.33	0.2294	N.S
			Within	106233.50	196	542.008		
		Social and Psy. Aspects	Between	169.63	3	56.542	0.8665	N.S.
			Within	12789.50	196	65.253		
		Economic aspects	Between	55.44	3	18.479	0.3003	N.S.
			Within	12062.56	196	61.544		
		Academic Aspects	Between	56.80	3	18.932	0.6381	N.S.
			Within	5815.28	196	29.670		
		Administrative Aspects	Between	17.88	3	5.958	0.1883	N.S.
			Within	6201.88	196	31.64		
		Co-curricular aspects	Between	13.17	3	4.391	0.5728	N.S.
			Within	1502.35	196	7.665		
Educational Qualification	10^{th} Std Plus Two U.G P.G	General	Between	767.50	3	255.833	0.4738	N.S
			Within	1058339.00	196	539.995		
		Social and Psy. Aspects	Between	42.00	3	14.000	0.2124	N.S
			Within	12917.13	196	65.904		
		Economic aspects	Between	79.19	3	26.396	0.4297	N.S
			Within	12038.81	196	61.423		
		Academic Aspects	Between	102.13	3	34.042	1.1564	N.S
			Within	5769.65	196	29.439		
		Administrative Aspects	Between	33.25	3	11.083	0.3511	N.S
			Within	6186.50	196	31.564		
		Co-curricular aspects	Between	11.79	3	3.930	0.5122	N.S
			Within	1503.73	196	7.672		

Experience	1-10 Yrs 11-20Yrs 21-30Yrs 31-40Yrs	General	Between	291.50	3	97.167	0.1791	N.S
			Within	106315.00	196	542.423		
		Social and Psy. Aspects	Between	10.81	3	3.604	0.0546	N.S
			Within	12948.31	196	66.063		
		Economic aspects	Between	99.19	3	33.063	0.5392	N.S
			Within	12018.81	196	61.320		
		Academic Aspects	Between	29.97	3	9.990	0.3351	N.S
			Within	5842.11	196	29.807		
		Administrative Aspects	Between	36.03	3	12.010	0.3807	N.S
			Within	6183.72	196	31.550		
		Co-curricular aspects	Between	6.56	3	2.186	0.2840	N.S
			Within	1508.96	196	7.699		
Table value for 0.05 level of significance – 2.65								

Table III shows that the variables age, education qualification and year of experience do not have any impact on the perspective of non teaching employees of educational institutions towards teaching profession in general and in different dimensions.

DISCUSSION ON FINDINGS AND RECOMMENDATIONS 0F THE STUDY.

1. Only 10.50% of non-teaching employees are having high positive perspective towards teaching profession in general and this may be because of the sudden raise in the salary structure of the teachers. This may make them think that the teachers are more paid than their work and sincerity.

So it is recommended that teachers may try to establish better rapport with the non-teaching employees of their Institution. Teaching Profession is incomparable regarding monitory benefits. So teachers should not compare their noble profession with other money making job.

2. Non-teaching employees residing in the urban area are having favourable perspective towards teaching profession which may be due to the reason that urban dwellers are getting more exposure than their counterpart regarding the problems faced by the teachers, their nature of work, the efforts taken by the teachers to handle the mischievous students, and the over loaded syllabus.

It is, therefore, recommended that the perspective of the non-teaching employees residing in the rural area towards teaching profession could be improved with the help of mass-media instead of portraying the teachers as comedians. The real value of teaching profession and the nobility of teachers could be emphasized through media.

3. Non-teaching employees working in the private and aided institutions differ in their opinion. The non-teaching employees working in the un-aided private institutions are having high positive perspective towards the teaching profession may be because of the vast difference between the salary, status and powers enjoyed by the non-teaching employees of un-aided institutions than that of aided institutions. Non-teaching employees of unaided institutions are enjoying almost equal status and more power than the teachers of their institutions. This may also be the reason for the difference in the perspective between the employees in aided institutions and un-aided institutions.

So it is recommended that the teacher should share some of the work of the non-teaching employees during some special occasions like seminars, conferences, workshops in the educational institutions. Participation of the teaching and non-teaching employees in the programmes like sports events, cultural events may be given due importance by the institutions. Tour and picnic may be arranged during vacations for teaching and non-teaching employees, which will improve the relationship between them.

CONCLUSION:

In those days, it was believed that, teachers are in-born. But, as days go by, it is transparent that teachers could also be made for which self confidence, self motivation, self reliance, etc. are

essential. Students are spending most of their prime time with the teachers and keep their trust whole heartedly on the second mothers who are none other than the teachers. It goes without saying that teachers are the nation builders since they are doing the job of man making, as quoted by Swami Vivekananda. Bearing this in mind, the teachers of today and tomorrow have to change their behaviour, if needed, so that the perspective of others would automatically be positive towards teaching profession.

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