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**ARULMIGU KALASALINGAM COLLEGE OF EDUCATION**

**(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale &  
Affiliated to Tamil Nadu Teachers Education University, Chennai)**

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## THE ROLE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

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<sup>1</sup>B. Bagavathi

### Abstract

This paper is aimed to discuss role of artificial intelligence in education. *Artificial Intelligence in Education* is an important, if at times troubling, contribution to the debate on Artificial intelligence and gives a detailed analysis on how it may affect the way teachers and students engage in education. The huge ethical, technical and pedagogical challenges ahead are spelt out, and there is a real risk that the rapid advances in artificial intelligence products and services will outstrip education systems' ability to understand, manage and integrate them appropriately. Educational tools enabled by Artificial intelligence have recently attracted attention for their potential to improve education quality and enhance traditional teaching and learning methods. Although there is no single agreement definition, Artificial intelligence generally allows computers to perform tasks that are conventionally thought to require human intelligence. Congress may consider the benefits and risks of Artificial intelligence in classrooms, including the impact of Artificial intelligence on issues such as student data privacy, teacher preparation, and technology development and procurement.

### Introduction

*"The coming era of Artificial Intelligence will not be the era of war, but be the era of deep compassion, non-violence, and love." - Amit Ray*

Artificial Intelligence has always been a big topic of discussion. The knowledge of Artificial Intelligence, as we know, predominantly comes from sci-fi films and books. The movies and novels have often portrayed Artificial Intelligence as the cause of genocide and destruction, but there is more to it than that! With a few brilliant scientists, like the late Stephen Hawking, arguing against the creation of Artificial Intelligence, many others justify its invention to benefit humanity tremendously. The machine intelligence phenomenon has already begun its integration with every sector, including the education system. Educationalists anticipate the role of Artificial Intelligence, in the education sector, to increase dramatically in the next few years.

Not only does Artificial Intelligence have the capacity to transform the existing automated management systems, which automate administrative operations at the institution level, but it also has the ability to transform the conventional teaching and learning methods technologically. It does this by seamlessly integrating with e-Learning tech and online Learning Management Systems (LMS), to introduce education technology, such as Virtual and Augmented Reality in classrooms, which provide real-time teaching and learning experiences to students as well as teachers.

### Artificial Intelligence

Artificial intelligence refers to the simulation of human intelligence in machines that are programmed to think like humans and mimic their actions. The term may also be applied to any machine that exhibits traits associated with a human mind such as learning and problem-solving.

Artificial intelligence is a branch of the field of computer and information science. It focuses on developing hardware and software systems that solve problems and accomplish tasks that-if accomplished by humans-would be considered a display of intelligence. The field of Artificial Intelligence includes studying and developing machines such as robots, automatic pilots for airplanes and space ships, and "smart" military weapons. Europeans tend to use the term machine intelligence instead of the term Artificial intelligence.

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### **Artificial Intelligence in Education**

Artificial Intelligence enhances the quality of education. Over the last decade, there are several challenges of learning, including language processing, reasoning, planning, and cognitive modeling have been addressed by the artificial intelligence applications. In fact, both education and Artificial Intelligence have been made for each other. Whereas, education is a means to develop minds capable of leveraging the knowledge pool, while Artificial Intelligence provides tools for developing a more accurate and detailed picture of how everything works. There are many advantages that artificial intelligence provide like tutoring, grading, any personalization in education, feedback on course quality, immediate feedback to students, etc., and a few previous examples really prove it such as :Smart content creation, from digitized guides of textbooks to customizable learning digital interfaces, are being introduced at all levels. The ultimate goal of 'Artificial Intelligence' is also said to be a virtual facilitator for the learning environments. It is to create virtual human-like characters that can think, act, react, and interact in a natural way, responding to and using both verbal and nonverbal communication. It also aims to pave the way for new learning pathways in the coming years. However, integration of Artificial Intelligence has been slower to develop the necessary human-like attributes of responsiveness, adaptability, and understanding.

### **Role of Artificial intelligence in Administrative Management**

Currently, the reliance of educational institutions on automated ERP management systems to conduct or oversee administrative operations, such as student registrations, course allocations, dorm/hostel management, staff recruitment, fee collection, and many more, is expected to decrease with AI-driven systems. This is mainly because the AI-governed applications require very less, to be precise, no human interference, at all, to perform desired tasks, whereas the automated systems, despite possessing automatic characteristics, still, require human assistance to perform operations.

For instance, imagine registering a student to a course based on his/her rank, score, educational background, and other aspects using an automated student information management system (SIS). Such a system requires an operator to enter all the necessary details into the system so, that it can conduct analysis and display the best result of available courses. Then, the operator is facilitated to assign the desired course, chosen by the student, from the prescribed options. While this process reduces the management's burden of processing and analyzing applications, it still requires manual actions to perform operations. Now imagine, conducting the same procedure using an AI-driven system. Here, all the operations, right from automatically receiving the data from the online form to assigning candidates to the right course from their priority list, are performed without any human interference.

Nowadays, data security is one of the biggest concerns for educational organizations. Educational institutions, such as schools, colleges, universities, and training centers have a lot of sensitive information relating to students, admissions, enrollments, attendance, faculty, and more. Utilizing Artificial Intelligence eliminates the risk of data loss and cyber hacks.

### **Role of Artificial intelligence in Academic Management**

The one section of individuals, who benefit extremely by adopting AI technology, is the academic management personnel (teachers/faculty/teaching staff.) The Artificial Intelligence's ability to auto-grade papers, auto-evaluate assignments, assign homework, and many more, make it a perfect tool for educators to simplify their job enormously. The capacity of Artificial Intelligence doesn't just end there! It enhances personalized and individualized learning by seamlessly integrating with LMS to share study materials, navigate through lesson content, create and view educational videos, presentations, illustration artwork, images, audio lessons, etc. And, at the same time, it allows students to attend tests and exams online on smart phones, tablets, computers, and various other electronic devices.

Moreover, Artificial Intelligence innovation encourages eLearning, in order to enhance personalized, blended, competency-based, and differentiated learning methods by making, utilizing and overseeing proper technological procedures and assets in teaching. Additionally, Artificial Intelligence in education incorporates different frameworks and tools that emphasize structure, improvement, research and development, administration, and assessment of procedures to ease teaching and learning

### **Benefits of Artificial intelligence**

Creating a global classroom with artificial intelligence it would be possible for schools to create global classrooms, as it were. From now on it would no longer matter as to where a student is. If she or he is unable to attend a class due to some reason or the other all she or he would need to do is visit a link, click on it, and the student can join the live classroom. Similarly, thanks to this technology it would also be possible for them to interact with their peers even if they were a thousand miles apart from each other.

Making education a lot more interesting than before: Things such as game technology and simulation are expected to play major roles in this regard. It can actually make education a lot more adaptive and intuitive. In fact, such technology can actually be used in order to encourage students to come together and develop knowledge themselves. This is something that you need so badly in this day and age of short attention span. Artificial Intelligence can quickly interpret a student's needs and design an appropriate assessment. It can show students mastery, repeat lessons as needed and quickly design a personalized learning plan for each student

### **Roles for Artificial Intelligence in Education**

With the expected growth of Artificial Intelligence in education, here is a glimpse into some of the roles it will play in the classroom.

- 1. Automate Grading:** Imagine how much more teaching teachers will be able to do if they had help with their grading? With Artificial Intelligence, the role of grader can be passed along. Current Artificial Intelligence technology is already able to automate grading of multiple choice materials, but as Artificial Intelligence develops and becomes more intelligent, it is expected that the technology will one day be able to grade more than standardized assessments.
- 2. Support Teachers:** In addition to helping with grading, Artificial Intelligence will also provide support for teachers in other ways. Some of the routine task can be managed by Artificial Intelligence, as well as communication with students. For example, one college professor successfully used an Artificial Intelligence Chatbot to communicate with students as a teaching assistant all semester without students knowing they were not talking to a human.
- 3. Support Students:** Pearson has already suggested that in the future students will have an Artificial Intelligence lifelong learning companion. Essentially, this next generation of students will grow up with an Artificial Intelligence companion that knows their personal history and school history. Therefore, it will know each student's individual strengths and weaknesses.
- 4. Meet a Variety of Student Needs:** In addition to acting as a personalized learning companion, Artificial Intelligence will also be able to help students with special needs by adapting materials to lead them to success. For instance, studies are already showing positive results for Artificial Intelligence teaching ASD student's social skills.
- 5. Allow Teachers to Act as Learning Motivators:** As artificial intelligence takes on more of a teaching role by providing students with basic information, it will change the role of teachers in the classroom. Teachers will move into the role of classroom facilitator or learning motivator.
- 6. Provide Personalized Help:** Artificial Intelligence will also provide personalized tutoring for students outside of the classroom. When students need to reinforce skills or master ideas before an assessment, Artificial Intelligence will be able to provide students with the additional tools they need for success.
- 7. Identify Weaknesses in the Classroom:** Artificial Intelligence will also work in identifying classroom weaknesses. For instance, Artificial Intelligence will identify when groups of students miss certain questions letting the teacher know when material needs to be re-taught. In this way, Artificial Intelligence will also hold teachers accountable and strengthen best teaching practices

### **Conclusion**

Artificial intelligence is the most interesting of technological progressions of our time. From creating advanced data-collecting algorithms to providing detailed and customized student feedback, Artificial intelligence shines as the most competent Artificial intelligence can quickly interpret a student's needs and design an appropriate assessment. It can show students mastery, repeat lessons as needed and quickly design a personalized learning plan for each student. Artificial intelligence could provide teachers with a virtual teaching assistant. But more than just teachers and students, it can be a way to support

parents by involving them in the learning environment of students and providing them with the information they need to help their students be successful when they're not in the classroom. The future likely holds a lot of possibilities for Artificial intelligence. This paper highlighted the Potential impacts of Artificial intelligence in education, some worldwide case-studies, issues and challenges associated.

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**INFLUENCE OF SOCIAL INTELLIGENCE ON SOCIAL MEDIA AMONG  
B.ED COLLEGE STUDENTS**

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<sup>1</sup>Dr. V. Kasirajan<sup>2</sup>Dr. M. Rajakumar**Abstract**

This study was designed to examine the influence of social intelligence on social media among B.Ed college students. In this present study the normative survey research method is used. A sample of 1300 student teachers was selected from different colleges of education from Madurai District of Tamilnadu, India. Simple random technique was adopted to select the subjects for the present study. The collected data were analyzed by using the statistical techniques as descriptive and regression analysis. The findings of the study showed that there was significant influence of social Intelligence on social media of B.Ed college students.

**Introduction**

Social intelligence is one of the thrust areas in the educational researches. In the present era, which is marked with social confrontations due to retreating social norms, it is difficult to lead a successful life in a society without social intelligence. An individual's social intelligence can be known or measured only from his adjustability. A person is well adjusted when he has to be intelligent so that he can think rationally, act purposefully and deal effectively with the environment. A person is socially intelligent and adjustable only when he moulds himself according to the needs of the society. While living in a society, man should live with love, co-operation and kindness. It is because every society has certain customs, traditions, norms and ideals, the fulfillment of which is the primary responsibility of man, so that he can exist in well in the society. With the emergence of the internet, foundations of a process of change which was also called the information age were laid. This process was not only for the transformation of the meaning and function of technology, but also the beginning of a new social base in the socio-cultural structure. Technology has also evolved at the level to offer multiple social interactions (Geczy et al, 2014). Reychar, Ndicu and Wu (2016), stated that social networks can contribute to individuals in the process of gaining knowledge. Portable information and communication devices such as smart phones and tablet computers in particular as a catalyst, local and traditional interactions between individuals left its place to a digital-based global interactions approach. One of the main actors in this transformation can be considered as a social network called Web 2.0-based medium.

Individuals within a society are in need of constant social interaction. According to Donohue (2015), the rapid technological and algorithmic developments have led to the emergence of a new form of the information society. Social media offers a new perspective to the social fabric in the interpersonal communication, as a distinct understanding from the traditional concept. Interaction between individuals has undergone a change surprisingly due to rapid changes in the Web 2.0 technology. A growing number of people express their personal experience using blog, forum, message board systems (Li, Chen, Liou and Lin, 2014). Although there are studies available to demonstrate the reasons for these requirements at an individual, social and technological base, there is no adequate research discussing the main concepts such as social intelligence, social skill and social interaction.

**Significance of the Study**

Internet and teenagers have become inseparable. For an average school going child in the age range of 12-18, dwelling in the urban, semi – urban and even rural areas in India, the daily dose of web surfing, gaming and social networking is a necessity now.

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It becomes a necessity in almost all fields of life including education, family and recreation. The ever increasing dependence on the social networking can alter the communicative behaviour of the teenagers and bring about thOBe changes in the social relationship structure.

“The destiny of the nation is being shaped in the classroom” – Kothari commission (1968). Adolescence or the school students are future builders of our nation. Using social media and interacting with peers in social media may help adolescents to develop social sensitivity behaviour easily as social media allow them to communicate online. Adolescence is the crucial period of growth and development. Mostly school students are in the period of adolescence. According to Ross “Adolescence is the period of stress and storm”. Parents and teachers are in the position to watch their wards without hurt them. Prospective teachers are the builders of the young generation. So they must have the awareness towards the social networking pattern. Social media is the source which directly affects the communicative behaviour and social intelligence of the future teachers. By using social media, the perception towards society and communicative skills of the adolescence may change. It can be either positive or negative changes. Social Intelligence is used to achieve social goals, and it plays an important role in developing psychological abilities that helps to lead a successful life. Teachers should have the responsibilities to guide their wards. Better social intelligence and social sensitivity are essential for the prospective teachers. The social media directly affects the social intelligence of the students. So the investigator wants to investigate that the “*Influence of social intelligence on Social media among B.Ed college students*”.

### **Objectives of the Study**

1. To find out the level of Social intelligence of B.Ed college students.
2. To find out the level of Social media of B.Ed college students.
3. There is no significant influence of social intelligence on social media of B.Ed college students.

### **Null Hypothesis of the Study**

1. The level of Social intelligence of B.Ed college students is average.
2. The level of Social media of B.Ed college students is average.
3. There was no significant influence of social intelligence on social media of B.Ed college students

### **Method of Study**

In this present study the normative survey research method is used. A sample of 1300 student teachers was selected from different colleges of education from Madurai District of Tamilnadu, India. Simple random technique was adopted to select the subjects for the present study. The collected data were analyzed by using the statistical techniques as descriptive and regression analysis.

### **Tools Used**

A five point social intelligence scale prepared and validated by Dr. V. Kasirajan (2017) was adopted. This tool consists of 43 items. Each item measures the study of Social intelligence of respondent. Each item has answered by choosing any one of the following options such as strongly agree, agree, Undecided, disagree and strongly disagree

The social media scale prepared and validated by DrM.Rajakumar. The social media tool consists of 31 items. Each item measures the study of social media of respondent. Each item has answered by choosing any one of the following options such as strongly agree, agree, Undecided, disagree and strongly disagree.

### **Statistical Techniques Used**

The investigators were used the statistical techniques namely, Mean, Standard Deviation to made the descriptive analysis of data. The statistical means used by the researchers for inferential analysis were the t-test for one independent sample and regression

### **Analysis and Interpretation of Data**

1. To find out the level of social intelligence of B.Ed college students

**Table 1.1**  
**Level of Social Intelligence of B.ED College Students**

Low		Moderate		High	
Count	%	Count	%	No.	%
47	15.7	207	69.0	46	15.3

It is inferred from the above table that, 15.7% of have low, 69.0% of them have moderate and 15.3% of them have high level of B.Ed college students in their social intelligence.

- To find out the level of social media of B.Ed college students

**Table 1.2**  
**Level of Social Media of B.Ed College Students**

Low		Moderate		High	
Count	%	Count	%	No.	%
59	19.7	189	63.0	52	17.3

It is inferred from the above table that 19.7% of have low, 63.0% of them have moderate and 17.3% of them have high level of B.Ed college students in their social media.

- There is no significant influence of social Intelligence on social media of B.Ed college students.

**Table 1.3**  
**Regression analysis showing The Significant Influence of Social Intelligence on Social Media of B.Ed College Students**

Predictors	B	SE	$\beta$	t	Sig.	R	R <sup>2</sup>	R <sup>2</sup> x 100 (% of Variance)	F	Sig.
Constant	87.761	11.228		7.816	.000	0.214	0.046	0.042	14.254	0.000 <sup>a</sup> **
Social Intelligence	0.313	0.083	0.214	3.775	.000					

\*\* Not Significant at 1% level

It is evident that the obtained 'F' value, 14.254 with degrees of freedom (1, 298) is greater than the table value 3.03 at 0.01 level of significance. This suggests that the predictor variable, Social Intelligence (X) is significant in predicting Social media (Y). So the null hypothesis is rejected. It indicates that there is significant influence of social Intelligence on social media of B.Ed college students.

### Major Findings of the Study

- 15.7% of have low, 69.0% of them have moderate and 15.3% of them have high level of B.Ed college students in their social intelligence.
- 19.7% of have low, 63.0% of them have moderate and 17.3% of them have high level of B.Ed college students in their social media.
- There is significant influence of social Intelligence on social media of B.Ed college students.

### Interpretation

The regression test result show that there is significant influence of social Intelligence on social media of B.Ed college students. This may be due to the fact that the effect of Social intelligence is reported to have a multidimensional and complex structure, can provide an estimate of the success in the lives of many people by improving their social interaction through social media. The social media provide socializing opportunities for individuals in a virtual environment; these networks can be considered as an important reason for the widespread use of Socializing network environment.

### Recommendation of the Study

1. Group sessions, special social awareness programme and field trip to places could be conducted to the rural students. It should be helpful to the rural students for disseminate the knowledge of tradition and culture of our society. It should enhance the social efficacy among rural students.
2. Multimedia based teaching and web based project work should be included in the teacher education curriculum. Proper guidance and orientation should be given to the computer illiteracy B.Ed students to the proper usage of whatsapp, twitter, face book and instagram.
3. Teacher educators should monitor the rural area B.Ed students during their teaching practice. Teacher educator should guide their students for developing better communicative behaviour and maintain better interpersonal relations with their wards.
4. Teacher educators can also advice and monitor their arts discipline B.Ed students to limit the time they spend on social networking. They should rather use those hours to read other academic books that will help to improve their knowledge. Most of the students make use of mobile phones with internet facilities to access social networking sites.
5. Therefore such students should be encouraged to use the same facility to support their research and learning instead of using the internet source to chat with friends for a long time.
6. Both the parents and teacher educators should make efforts to encourage the students to spend more time studying their books than on social networking sites. It should be helpful for avoid addicted to social networking sites.
7. The teacher education institutions should create their account on social networking sites and disseminate academic information needed for students. It should be helpful to use social networking sites in a good manner.

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## METACOGNITION AND ACADEMIC ACHIEVEMENT OF B.Ed. STUDENTS

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<sup>1</sup> K. Kavitha

<sup>2</sup> Dr. T. Uma

### Abstract

Metacognition is a self monetary process which helps the individual to find out strategies to learn and memorize. This ability helps the students to gain achievement orientation, either mastery or performance, which in turn results in academic success. The main aim of this research was to explore the "Metacognition and Academic achievement of B.Ed. students". The investigator has used survey method for this study. The investigator has randomly chosen 300 B.Ed. students in Thoothukudi District. The investigator has used questionnaire as a tool for data collection. The data were analyzed by Mean, S.D. and 't' test. The finding of the study reveals that there is significant relationship between metacognition and academic achievement of B.Ed. students.

**Keywords:** Metacognition, Academic achievement, B.Ed. students.

### Introduction

Education is a process of human empowerment. It is needed for individual growth and also for the growth of the society at large. The Indian Secondary Education Commission (1964-66) stated that the destiny of India should be shaped in the classroom. It envisages that it will best serve the developmental needs of the society and universalisation of education. Hence it is necessary to build a system of education by utilizing learner potentials towards achieving economic prosperity of the Nation.

"The aim of education may be summed up by saying that it is the development of everything about a man that distinguishes him from an animal or a machine, the discipline of intelligence, the quickening of the imagination, the widening of the sympathies" – William Temple.

Education is a process of human enlightenment and empowerment aiming at achieving a better and higher quality of life. Education nurtures cognitive abilities, skills and attitudes to make life worth living. In the words of Jawaharlal Nehru, "Education is supposed to develop an integrated human being and to prepare young people to perform useful functions for society and to take part in collective life".

### Significance of the Study

It is very important for a student to know their ability for high achievement. It is very essential for a student to make proper management of time and preparing notes. Students who fail to manage these things will be very low in their academic as indicated by the studies.

This study is very important as it helps in better understanding of interrelationship between the knowing himself and academic achievement for providing appropriate guidance. Achievement of students depends upon so many factors.

Therefore this study is very essential to develop good cognitive functioning among B.Ed. Students. Proper guidance and training can be given to students to overcome the difficulties in learning process. Thus, this study is very essential for developing good cognitive knowledge and helps them for higher academic achievement. The finding of the study is helpful for the teacher educators and the administrators of the education Colleges.

### Objectives of the Study

The objectives of the present study is as follows

1. To find out the level of metacognition among the B.Ed. students with respect to background variables.

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- To find out the level of academic achievement among the B.Ed. students with respect to background variables.
- To find out the relationship between metacognition and academic achievement of B.Ed. students.

### Specific Objectives of the Study

- To find out whether there is any significant difference in metacognition of B.Ed. students with respect to gender.
- To find out whether there is any significant difference in academic achievement of B.Ed. students with respect to Discipline.
- To find out whether there is any significant relationship between metacognition and academic achievement of B.Ed. students.

### Hypotheses

- There is no significant difference in metacognition of B.Ed. students with respect to gender.
- There is no significant difference in academic achievement of B.Ed. students with respect to Discipline.
- There is no significant relationship between metacognition and academic achievement of the B.Ed. students.

### Method of the Study

The survey method was employed to collect the data using i) A metacognition inventory developed by the guide and the investigator ii) Academic achievement measured by the total marks scored by II year B.Ed. students in their first year examination. A sample of 300 B.Ed. students from Thoothukudi district, Tamilnadu was selected by simple random sampling technique.

### Analysis of Data

#### Hypothesis 1

There is no significant difference in meta cognition of B.Ed. students with respect to gender.

**Table 1**  
**Significant difference in Metacognition of B.Ed. Students with Respect to Gender**

Gender	N	Mean	S.D	Calculated 't' value	Table value	Remark
Male	38	118.66	13.779	1.181	1.96	NS
Female	262	115.82	14.368			

It is inferred from the above the table that the calculated 't' value (1.181) is less than the table value (1.96) at 0.05% level of significance. Hence, the null hypothesis is accepted. Thus there is no significant difference in meta cognition of B.Ed. students with respect to gender.

#### Hypothesis 2

There is no significant difference in academic achievement of B.Ed students with respect to discipline.

**Table 2**  
**Significant difference in Academic Achievement of B.Ed. Students with Respect to Discipline**

Discipline	N	Mean	S.D	Calculated 't' value	Table value	Remark
Arts	154	515.02	24.558	2.437	1.96	S
Science	146	521.57	21.968			

It is inferred from the above the table that the calculated 't' value (2.437) is greater than the table value (1.96) at 0.05% level of significance. Hence, the null hypothesis is rejected. Thus there is significant difference in academic achievement of B.Ed. students with respect to Discipline.

### Hypothesis 3

There is no significant relationship between metacognition and academic achievement of B.Ed. students.

**Table 3**  
**Significant Relationship between Metacognition and Academic Achievement of the B.Ed. Students**

Variables	N	Calculated $\gamma$ value	Table value	Remark
Metacognition and Academic achievement	300	0.149	0.113	S

It is inferred from the above the table that the Correlation value (0.149) is greater than the table value (0.113) at 0.05% level of significance. Hence, the null hypothesis is rejected. Thus there is significant relationship between Metacognition and Academic achievement of the B.Ed. students.

### Findings

1. There is no significant difference in metacognition of B.Ed. students with respect to gender.
2. There is significant difference in academic achievement of B.Ed. students with respect to discipline
3. There is significant relationship between metacognition and academic achievement of B.Ed. students.

### Educational Implication

Use of Meta cognitive strategies enables students to understand and transfer their learning in different situations that ultimately improve their learning. Students should therefore be encouraged to learn subjects by using Meta cognitive strategies that may help them in better information management, planning and monitoring activities for attaining goals to understand the errors while evaluating the process of learning. Teaching through Meta cognitive ability will improve the academic performance of the students and make them expert learners.

### Conclusion

The findings of the present study reveals that there is significant relationship between Metacognition and academic achievement of the B.Ed. students. Teachers can play significant role in developing Meta cognitive strategy to make them better learners. Teaching various types of knowledge to have declarative knowledge, awareness about the factual information, procedural knowledge, to follow systematic way of dealing with problems, or tasks, and conditional knowledge, to know how and when to use the procedure effectively for solving the problems are necessary for meaningful learning . A careful guidance in recognizing and regulating one's own process of thinking may help learners to solve problems of their lives. Instead of telling them the solutions of a particular problem it will be better to equip them with the knowledge to have a practical assessment of their own skills and cognitive processes which may help them not only to solve the present problem, but the problems throughout their lives.

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**STUDY HABITS AND ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS**

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<sup>1</sup>R. Siva Pooventhan<sup>2</sup>Dr. D. Jeyaseelan Selvakumar**Abstract**

This study examined study habits and academic achievement of IX standard students. The researcher employed survey method for data collection. The Sample for the study was taken under 340 school students around tiruchendur taluk. Questionnaire was used as a tool for data collection. The data were analysed by mean, standard deviation and t- test. The findings of the study revealed significant relationship between study habits and academic achievement of IX standard students.

**Keywords:** Study habits, academic achievements, IX standard students.

**Introduction**

Education is an integral part of human life. It is the basic condition for the development of the 'whole man' and vital instrument for accelerating the well-being and prosperity of all, in every direction without education man would still be living just like a splendid slave or like reasoning savage. Education must help individuals recall the truths, or ideas that are present in latent form in their minds. Study habit is one of the greatest students or learning factors that hugely influences students' academic achievements. If undermined by students at all levels, teachers, administrators, parents and guardians, school counselors and the government, then, the trend and menace of students' abysmal performance in both internal and external examinations would continue to boom and become more devastating and alarming. The level of preparation and learning strategies developed and employed consciously by students, go a long way to influence their level of academic performance.

**Significance of the Study**

As the societies have come under the impact of science and technology there are many means and many sources of learning. The teacher should be aware of the various laws and theories of learning and their educational implications and applications. It is not only the teacher's responsibility to provide learning experience, but it is also the responsibility of the students to utilize them properly by adopting efficient procedures of learning. One will be able to learn by himself, if he has developed property study habits which can lead him to learn and read systematically. The problem of study is immense importance both form theoretical and practical point of view. To be a good student, it is necessary to be able to read, memorize and write speedily and effectively. Accepting study habit as an important factor in learning, it is necessary to investigate into its nature and also to know whether it is related to factors like personality, self concept, academic achievement, sex, education employment of the family members, economical status of the family, etc. Developing strategies, which can improve, the existing knowledge of the study habits, is an urgent need of the hour. So, the investigator has planned this study.

**Statement of the Problem**

The present study intends to access "STUDY HABITS AND ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS"

**Objectives of the Study**

1. To find out the significant difference between male and female of IX standard students in their study habits.

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- To find out the significant difference between hosteller and day scholars of IX standard students in their academic achievement.
- To find out the significant relationship between study habits and academic achievement of IX standard students.

### Hypotheses of the Study

- There is no significant difference between male and female of IX standard students in their study habits.
- There is no significant difference between hosteller and day scholar of IX standard students in their academic achievement.
- There is no significant relationship between study habits and academic achievement of IX standard students.

### Method Adopted in the Present Study

The method adopted in the present study is the normative survey method.

### Sample for the Study

According to John W. Best and James V. Khan (1986) "A sample is a small proportion selected for observation and analysis".

For the present study, the investigator has randomly selected 340 IX standard students from different type of schools.

### Tools Used in the Present Study

- Personal data form prepared by the investigator.
- Study habits questionnaire was prepared by the investigator and the guide.
- Academic achievement is measured by the total marks secured by IX standard students in their quarterly examination.

### Analysis of Data

**Table 1**  
**Significant difference between Male and Female**  
**IX Standard Students in their Study Habits**

Gender	N	Mean	S.D	Calculated 't' value	df	Remark
Male	132	86.71	8.783	2.073	338	S
Female	208	88.88	9.735			

It is inferred from the above table that the calculated 't' value 2.073 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected. Thus, there is significant difference between male and female IX standard students in their study habits.

**Table 2**  
**Significant difference between Hosteller and Day Scholar**  
**IX Standard Students in their Academic Achievement**

Residence	N	Mean	S.D	Calculated 't' value	df	Remark
Hosteller	48	88.85	8.392	0.649	338	NS
Day scholar	292	87.90	9.588			

It is inferred from the above table that the calculated 't' value 0.649 is lesser than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted. Thus, there is no significant difference between hosteller and day scholar IX standard students in their academic achievement.

**Table 3**  
**Significant Relationship between Study Habits and Academic Achievement of IX Standard Students**

Variables	N	Calculated 'γ' value	df	Remark
Study habits and academic achievement	340	0.28	338	S

It is inferred from the above table that the calculated value 0.28 is greater than the table value 0.113 at 5% level of significance. Hence the null hypothesis is rejected. Thus, there is significant relationship between study habits and academic achievement of IX standard students.

### Major Findings

1. There is significant difference between male and female IX standard students in their study habits.
2. There is no significant difference between hosteller and day scholar IX standard students, in their academic achievement.
3. There is significant relationship between study habits and academic achievements of IX standard students.

### Recommendations

Based on the findings of the study, teacher must correlate the subject matter with the real life situation of the students to make teaching – learning more interesting to students. Students should not be encouraged to rely completely on class notes only. They should be encouraged to read text books, otherwise they will develop the habit of being dependent on teachers and will put no effort to perform well and achieve desired results. The researcher recommended that teachers and School guidance counselors should collaboratively guide students on how to develop good study habits, thereby enhancing their academic success.

### Conclusion

There are several key study habits that are crucial to all students' success. Different students have different and unique study habits. What may be a good study habit to a particular student may be a bad one indeed to another student. The sooner a student starts practicing and developing good study habits, the better chance to have good academic achievement.

Study habit is the behavioural styles that are systematically formed by students towards learning and academic achievement. Valuable time should be spent on studying. Good teaching method and good peer groups should be encouraged to bring out good reading culture in the students.

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**INFLUENCE OF SPIRITUAL INTELLIGENCE ON THE PERSONALITY  
DEVELOPMENT OF B.ED. TRAINEES**

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### Abstract

Personality development is essential, because with the right personality and social skills, B.Ed trainees can interact effortlessly and well with peer group and team-participation in teaching learning process becomes simpler. At educational institutions, in order to create good environment, the B.Ed trainees have sound mind and sound body. Spiritual intelligence calls for multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world. The major objective of the study was to find out the significant difference between spiritual intelligence and personality development of B.Ed trainees. The researcher employed survey method for data collection. The data were analyzed by using mean, standard deviation and 't' test. The results shown that there exists significant difference in the spiritual intelligence of B.Ed trainees with respect to their gender but there is no significant difference exists with respect to type of college. It was found that spiritual intelligence and personality development of B.Ed trainees are significantly correlated.

### Introduction

Personality Development quintessentially means enhancing and grooming one's outer and inner self to bring about a positive change to one's life. Each individual has a distinct persona that can be developed, polished and refined. This process includes boosting one's confidence, improving communication and language speaking abilities, widening ones scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace. To achieve the over-all development and gain a real meaning of the self and self-esteem, Spiritual Intelligence is the key to unlock the enlightened state of body, mind and soul. The notion of identity has always been central to the human person's understanding of self.

### Significance of the Study

No nation can develop without the proper development of its citizens. The citizens are moulded by the teachers and teachers are prepared through teacher training programme. The strength of educational system depends upon the quality of teachers; the quality of teachers depends on the quality of teacher training programmes.

The quality of teaching learning process is much influenced by the personality and spiritual intelligence of teacher educators. The success of teacher education programme depends upon the cordial relationship between the personality development and psychological variables- emotional intelligence and spiritual intelligence etc. There are two types of institutions which are imparting teacher training programmes namely Govt. aided and Self-financed in thoothukudi district. The researcher wanted to investigate the influence of spiritual intelligence on the personality development of B.Ed trainees.

### Objectives

1. To find out the significant difference between male and female B.Ed trainees in their spiritual intelligence.

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2. To find out the significant difference between government aided and self financing colleges of B.Ed trainees in their personality development.
3. To find out the significant relationship between spiritual intelligence and personality development of B.Ed trainees.

### Hypotheses

1. There is no significant difference between male and female B.Ed trainees in their spiritual intelligence.
2. There is no significant difference between government aided and self financing colleges of B.Ed trainees in their personality development.
3. There is no significant relationship between spiritual intelligence and personality development of B.Ed trainees.

### Method of Study

The survey method was employed to collect the data using i) A Spiritual Intelligence Questionnaire developed by the guide and the investigator. ii) The Standardised Questionnaire of multi dimensional personality inventory developed by Manju Agarwal (1990). A sample of 300 B.Ed trainees from Thoothukudi district, Tamilnadu was selected by simple random sampling technique.

### Data Analysis

**Table 1**  
**Significant difference between Male and Female B.Ed. Trainees**  
**in their Spiritual Intelligence**

Gender	N	Mean	SD	Calculated 't' Value	Remark
Male	36	183.31	21.314	2.31	S
Female	264	192.91	28.613		

(At 5% level of significance, for 298 df the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value (2.31) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Thus there is significant difference between male and female B.Ed trainees in their spiritual intelligence.

**Table 2**  
**Significant difference between Government Aided and Self Financing Colleges**  
**of B.Ed. Trainees in their Personality Development**

Personality Development and its Dimensions	Type of College	N	Mean	SD	Calculated 't' Value	Remark
Introversion - Extroversion	Govt. Aided	89	38.73	5.32	1.36	NS
	Self - Financing	211	39.70	6.37		
Self concept	Govt. Aided	89	44.28	5.63	0.84	NS
	Self - Financing	211	43.65	6.44		
Dependence - Independence	Govt. Aided	89	46.97	5.90	0.25	NS
	Self - Financing	211	47.16	5.72		
Personality Development in total	Govt. Aided	89	131.07	14.83	0.27	NS
	Self - Financing	211	130.55	15.42		

(At 5% level of significance, for 298 df the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value is lesser than the table value (1.96) in the dimensions: introversion - extroversion, self - concept, dependence - independence and personality development in total at 5% level of significance. Hence the null hypothesis is accepted. Thus there is no

significant difference between government aided and self financing colleges of B.Ed trainees in their personality development.

**Table 3**  
**Significant Relationship between Spiritual Intelligence and Personality Development of B.Ed. Trainees**

Variables	Calculated $\gamma$ values	Remarks
Spiritual Intelligence and Introversion - Extroversion	0.207	S
Spiritual Intelligence and Self - Concept	0.179	S
Spiritual Intelligence and Dependence - Independence	0.290	S
Spiritual Intelligence and Personality Development	0.297	S

**(At 5% level of significance, for 298 df the table value of ' $\gamma$ ' is 0.113)**

It is inferred from the above table that the calculated ' $\gamma$ ' value is greater than the table value (0.113) at 5% level of significance. Hence the null hypothesis is rejected. Thus there is significant relationship between spiritual intelligence and the dimensions of personality development of B.Ed trainees.

### Findings

1. There is significant difference between male and female B.Ed trainees in their spiritual intelligence.
2. There is no significant difference between government aided and self financing colleges of B.Ed trainees in their spiritual intelligence.
3. There is significant relationship between spiritual intelligence and the dimensions of personality development of B.Ed trainees.

### Interpretations

The 't' test revealed that female B.Ed trainees are better than male B.Ed trainees in their spiritual intelligence. This may be due to the fact that females are having strong faith in spirituality, good moral values and well disciplined behaviors. They also have the capacity to endow everyday activity with a sense of the sacred and use spiritual resources on practical problems.

The correlation results revealed that there is significant relationship between spiritual intelligence and personality development of B.Ed trainees. This may be due to the fact that one's personality is developed through the attributes of spiritual intelligence like self awareness, positive attitude, ability to trust, self management and social management.

### Conclusion

Personality development plays a vital role when it comes to manage the things whether it is personal, professional or social management. The state of mindfulness can be achieved from knowing self and living consciously with clear intention and mindful, embodied awareness and presence. The personality of B.Ed trainees can be developed by refining awareness of spiritual intelligence.

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**SOCIAL MATURITY OF HIGHER SECONDARY STUDENTS: NATURE  
OF SCHOOL WISE ANALYSIS**

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### Abstract

The objectives of the study were to find out the level of social maturity of higher secondary students with regard to nature of school and also find out whether there is any significant difference among the mean scores of higher secondary students who are studying in boys' schools, those who are studying in girls' schools and those who are studying in co-education schools in their social maturity. Survey Method was utilized to collect the data from the respondents through planned questionnaire designed on the basis of the objectives of the study. The population of the present study was comprised of higher secondary students studying in all higher secondary schools of Sankarankovil Taluk of Tenkasi District. A sample size of 300 higher secondary students from randomly selected 10 schools from Sankarankovil Taluk of Tenkasi District was selected using simple random sampling method. Social Maturity Scale (2019) was developed and standardised by the investigators was used for getting the level of social maturity of the sample. In this study, various statistical measures such as Mean, Standard Deviation, t-test and Scheffe test were used. The investigator found that the higher secondary students who are studying in co-education schools have greater social maturity than the higher secondary students who are studying in boys' schools.

### Introduction

With the development of personality the sphere of acquiring experience also goes on increasing, because the adolescent has to come in contact with various type of persons. If he/she behaves or reacts to these people according to the social values and situation, he/she may then be considered to have gained social maturity. A socially mature person will not hesitate like children in leaving the house for residing elsewhere with other persons. Children and adolescents feel greatly perturbed in leaving the home and living with others. They always feel homesick. But in home they desire freedom from elders' control and protest when their actions are criticized. A socially mature person carefully examines the criticism and tries to reform himself accordingly. He wants to do work on his own responsibility. Those adolescents who remain under the strict control of their parents lack self-confidence and therefore acquire social maturity late (Chaube, 2002) During adolescence, the young person moves towards greater responsibility for himself/herself, shifts away from parental control and supervision and becomes more intensely with the peer group (Jackson, Sandy & Rodriguez - Tome, 1993)

### Social Maturity

Social Maturity is a term commonly used in two ways like, with respect to the behaviour that is appropriate to the age of the individual under observation and secondly the behaviour that conforms to the standard and expectations of the adults. Thus social maturity permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behaviour. The social maturity has various aspects of social abilities as self sufficiency, occupational activities, communication, self-direction and social participation. Social Maturity is defined as a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group (Ghosh, Smritikana, 2018)

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### Significance of the Study

Defined as an age span, adolescence generally covers the age range of 12 to 20 years. Adolescents ends at 20, because at 21 years of age the child can and exercise his/her right to choose the government. Within this period, the youngsters first of all go through the awkwardness of bodily changes and metamorphosing from a child to an adult. But biological maturity does not grant them societal adult status, because although biologically their body has attained adult status, they are still subject to parental and school control. Coming out of the awkward period of the transformation from a child's body to that of an adult brings them to a new hurdle, which is the struggle for autonomy. The development that takes place in adolescents is generally uneven; physical maturity may well be achieved in advance of psychological or social maturity. Adolescents attain biological maturity earlier than in previous generations, and with the increasing trend towards higher education and later marriages, the adolescent period is being extended (Arnett, Jensen, Jeffrey, 2007). Adolescence is a crossroads from childhood to adulthood. Childhood experiences and biological characteristics are transformed into interests, competencies and self-beliefs and begin to play an increasingly important role as the adolescent starts to make his or her way toward adult life. This development is channeled by a variety of opportunities and constraints in the adolescents' social and institutional environments (Lerner, Richard & Steinberg, Laurence, 2004). So the background variable used in this study was nature of school i.e., the investigator wanted to study the social maturity of higher secondary students who are studying in boys' schools, those who are studying in girls' schools and those who are studying in co-education schools. Thus, keeping the above stated background in mind the investigator has taken up the present study.

### Objectives of the Study

- To find out the level of social maturity of higher secondary students with regard to nature of school.
- To find out whether there is any significant difference among the mean scores of higher secondary students who are studying in boys' schools, those who are studying in girls' schools and those who are studying in co-education schools in their social maturity.

### Hypothesis of the Study

- There is no significant difference among the mean scores of higher secondary students who are studying in boys' schools, those who are studying in girls' schools and those who are studying in co-education schools in their social maturity.

### Methodology

Survey Method was utilized to collect the data from the respondents through planned questionnaire designed on the basis of the objectives of the study. The population of the present study was comprised of higher secondary students studying in all higher secondary schools of Sankarankovil Taluk of Tenkasi District. A sample size of 300 higher secondary students from randomly selected 10 schools from Sankarankovil Taluk of Tenkasi District was selected using simple random sampling method. Social Maturity Scale (2019) was developed and standardised by the investigators was used for getting the level of social maturity of the sample. In this study, various statistical measures such as Mean, Standard Deviation, t-test and Scheffe test were used.

### Descriptive Analysis of Data

**Objective:** To find out the level of social maturity of higher secondary students with regard to nature of school.

**Table 1.00**  
**Level of Social Maturity of Higher Secondary Students with Regard to Nature of School**

Variable	Nature of school	Low		Moderate		High	
		No.	%	No.	%	No.	%
Social Maturity	Boys	9	14.3	48	76.2	6	9.5
	Girls	10	16.7	40	66.7	10	16.7
	Co-education	18	10.2	136	76.8	23	13.0

It is inferred from the above table that 14.3%, 76.2% and 9.5% of higher secondary students who are studying in boys' schools have low, moderate and high level of social maturity respectively. 16.7%, 66.7% and 16.7% of higher secondary students who are studying in girls' schools have low, moderate and high level of social maturity respectively. 10.2%, 76.8% and 13% of higher secondary students who are studying in co-education schools have low, moderate and high level of social maturity respectively.

### Inferential Analysis of Data

**Hypothesis:** *There is no significant difference among the mean scores of higher secondary students who are studying in boys' schools, those who are studying in girls' schools and those who are studying in co-education schools in their social maturity.*

**Table 1.01**  
**F-test analysis on Scores of Social Maturity of higher Secondary Students with Regard to Nature of School**

Variable	Source of Variable	Sum of Squares	df	Mean Square	F-Value	P-Value
Social Maturity	Between	342.203	2	171.102	3.360	0.036 S
	Within	15124.797	297	50.925		

*S - Significant at 5% level*

It is inferred from the above table that the p value is lesser than 0.05 for social maturity. It shows that there is significant difference among the mean scores of higher secondary students who are studying in boys' schools, those who are studying in girls' schools and those who are studying in co-education schools in their social maturity.

**Table 1.02**  
**Scheffe test showing the mean difference among the higher secondary students who are studying in boys' schools, those who are studying in girls' schools and those who are studying in co-education schools in their social maturity**

Boys' School	Girls' School	Co-education School	Result
96.42	99.03	-	-
-	99.03	99.05	-
96.42	-	99.05	*

*\*Mean difference at 5% level of significance*

The result from Scheffe test showed that there is significant difference between the higher secondary students who are studying in boys' schools and those who are studying in co-education schools in their social maturity. And also the scheffe test analysis showed that the higher secondary students who are studying in co-education schools have greater social maturity than the higher secondary students who are studying in boys' schools.

### Findings and Conclusion

From the descriptive analysis, the investigator found that 76.2% of higher secondary students who are studying in boys' schools, 66.7% of higher secondary students who are studying in girls' schools and 76.8% of higher secondary students who are studying in co-education schools have average level of social maturity. And also this study found significant difference on social maturity of higher secondary students with regard to nature of school from inferential statistical analysis namely ANOVA. And also the investigator also found from Scheff test (Post ANOVA) that the higher secondary students who are studying in co-education schools have greater social maturity than the higher secondary students who are studying in boys' schools. This study proves that the higher secondary students who are studying in co-education schools have greater social maturity. It may be due to the factor that the higher secondary students are at the stage of adolescence. They may feel better and express themselves with their opposite sex classmates in their schools which leads to the social development and improvement of social maturity of them. So this study recommends the parents to admit their children in schools in mixed educational institutions for the development of social maturity of their children.



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**SOFT SKILLS MANAGEMENT AND TEACHING COMPETENCY  
OF TEACHER EDUCATORS**

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<sup>1</sup>Dr. S. Sherlin**Abstract**

The present investigation tried to find out the relationship between soft skills management and teaching competency of teacher educators. By using simple random sampling technique, the investigator has selected 100 teacher educators from various Colleges of Education in Kanyakumari district as the sample. Survey method was used to collect the data with the help of the tools Sherlin Amaladoss Soft Skills Management Scale (SASSMS) developed and validated by the investigator in 2012 and Teaching Competency Rating Scale by Amaladoss Xavier in 2009. The findings revealed that, there was significant difference between male and female teacher educators in soft skills management and teaching competency, also there was significant relationship between soft skills management and teaching competency of teacher educators.

**Keywords:** Soft Skills Management, Teaching Competency and Teacher Educators

**Introduction**

Education is a unique investment in the present and future. This cardinal principle is the key to the National Policy of Education (1986). An individual starts learning as soon as he/she is born and the process continues until death. Education specifically refers to a process of learning. In order to mould and modify the behavior of the child through the learning process, it is the teacher who employs various strategies and tactics to achieve the desired behavioral changes in them. Kothari Commission (1964-66) rightly mentioned that, "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends ... of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant". Teacher educators are those who impart training in teacher training institutions such as B. Ed. Colleges, B. P. Ed. Colleges, Department of Colleges or Universities. The quality of a nation depends upon the quality of its citizens, exclusively, but in critical measure upon the quality of their education. The quality of their education depends more than any other single factor-upon the quality of teachers and the quality of teachers depends on the quality of teacher educators. Thus, the prime responsibility of the teacher educators is to create quality teachers. To create and maintain quality teachers, the teacher educators must be competent enough, especially in teaching competency and soft skills.

**Significance of the Study**

Education is essential tool for achieving sustainability. It was realized that the current economic development trends are not sustainable and that public awareness, education and training are the key elements to move our society towards sustainability. Only a quality future human capital can envision the development of its nation to meet the needs of the present without compromising the ability of future generations to meet their own needs. Therefore, the inculcation of skills among the students will be two prongs, to produce quality human capital and to develop their knowledge, understanding, values and soft skills as well. Vast research and expert opinions have been sought in the effort to determine the specific soft skills to be implemented and used in higher institutions of learning. All elements of soft skills must be acquired by each individual student and evaluated effectively and comprehensively. A quality human capital comes from a quality education process. The teaching and learning processes in institutions should be capable to provide such knowledge and skills to future. Soft skills are the recently developing area of subject matter, soft skills management is new to the educational research and thus, the investigator decided to study the soft skills management of teacher educators.

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Teaching competency has a significant effect upon students' performance. Teaching competency is used to ascertain the relationship between teacher attributes and their performance. Teachers are crucial factor in education at classroom level. They should implement curricular materials and grouping procedures adequately, and show effective instructional behaviours. Considering the actual context, in which education is provided by teachers to a large extent, it is important for teachers to train are practice. For this reason, the investigator focuses attention on teaching competency teacher educators. After a very careful analysis and synthesis, the investigator decided to carry out the research on Soft Skills Management and Teaching Competency of Teacher Educators.

### **Title of the Problem**

The problem under study is entitled as, "Soft Skills Management and Teaching Competency of Teacher Educators."

### **Operational Definitions of the Key Terms**

#### **Soft Skills Management**

Soft skills are the cluster of personality traits, social graces, communication, language, personal habits, friendliness and optimism that characterize relationships with other people. The usage of these soft skills in a wise manner is known as Soft Skills Management. For the present study, soft skills management refers to the total scores obtained by adding the three dimensional scores of the tool namely, 'Sherlin Amaladoss Soft Skills Management Scale' (SASSMS).

#### **Teaching Competency**

Teaching competency refers to the set of knowledge, abilities, skills and beliefs a teacher possess and bring it to the teaching situation. For the present study, teaching competency refers to the total scores obtained by adding the eight dimensional scores of the tool namely, Teaching competency rating scale by Amaladoss Xavier (2009).

#### **Teacher Educators**

Teacher educators are those who impart training in teacher training institutions such as B. Ed. Colleges, B. P. Ed. Colleges, Department of Colleges or Universities. For the present study, teacher educators refer to those who are working in the Colleges of Education from Kanyakumari District affiliated to Tamilnadu Teachers Education University, Chennai.

### **Objectives**

1. To find out whether there is any significant difference in soft skills management of teacher educators with regard to gender.
2. To find out whether there is any significant difference in teaching competency of teacher educators with regard to gender.
3. To find out whether there is any significant relationship between teaching competency and its dimension and soft skills management of teacher educators.

### **Null Hypotheses**

1. There is no significant difference in soft skills management of teacher educators with regard to gender.
2. There is no significant difference in teaching competency of teacher educators with regard to gender.
3. There is no significant relationship between soft skills management and teaching competency of teacher educators.

### **Methodology**

The population for the present study consisted of all teacher educators working in B. Ed. Colleges of Kanyakumari district affiliated to Tamilnadu Teachers Education University, Chennai. From that the investigator selected 100 teacher educators as the sample using simple random sampling technique. The data was collected using the tools Sherlin Amaladoss Soft Skills Management Scale (SASSMS)

construct and validated by the investigator in 2012 and Teaching Competency Rating Scale by Amaladoss Xavier in 2009.

### Analysis of Data

The raw data was analysed using the statistical techniques t-test and Pearson's product moment correlation and presented in the following tables.

**Hypothesis 1:** *There is no significant difference in soft skills management of teacher educators with regard to gender.*

**Table 1 Difference in Soft Skills Management of Teacher Educators With Regard to Gender**

Gender	N	Mean	SD	t-value	p Value	Remarks
Male	36	177.94	18.38	2.163	0.03	S.
Female	64	187.06	21.19			

It is inferred from the table (1) that there is significant difference between male and female teacher educators in soft skills management, since the p value is lesser than 0.05.

**Hypothesis 2:** *There is no significant difference in teaching competency of teacher educators with regard to gender.*

**Table 2 Difference in Teaching Competency of Teacher Educators With Regard to Gender**

Gender	N	Mean	SD	t-value	p Value	Remarks
Male	36	125.39	23.14	3.02	0.00	S.
Female	64	141.72	27.35			

It is inferred from the table (2) that there is significant difference between male and female teacher educators in teaching competency, since the p value is lesser than 0.05.

**Hypothesis 3:** *There is no significant relationship between soft skills management and teaching of teacher educators.*

**Table 3 Relationship between Soft Skills Management and Teaching Competency of Teacher Educators**

Variable	N	t-value	p Value	Remarks
Soft Skills Management and Teaching Competency	100	0.52	0.00	S.

It is inferred from the table (3) that there is significant relationship between soft skills management and teaching competency of teacher educators, since the p value is lesser than 0.05.

### Findings and Interpretations

Significant difference was found between male and female teacher educators in their soft skills management. While comparing the mean scores, female teacher educators (187.06) were better than male teacher educators (177.94) in their soft skills management.

Significant difference was found between male and female teacher educators in their teaching competency. While comparing the mean scores, female teacher educators (141.72) were better than male teacher educators (125.39) in their teaching competency.

Both the results were proclaimed that female teacher educators were better than male teacher educators. This may be due to the reason that the female teacher educators are more in number in any college of education and thus they get more chance in all activities. This may create an influence female teachers soft skills management and teaching competency.

Significant relationship was found between soft skills management and teaching competency of teacher educators. This may be due to the fact that, teaching competency includes teacher characteristics, attitude and skills and its management were not related to knowledge. Thus, it was clear that teaching competency may have a direct relationship with soft skills.

## Conclusion

Teacher educators being the creators of creators (teachers) have to enhance their soft skills and tactics of soft skills management and no doubt must develop their teaching competencies. As far as soft skills management and teaching is concerned, it is free from gender bias. So each and every teacher educators are responsible for their development. Nowadays the resources as well as learning platforms are open to access and therefore it's the responsibility of the teacher educators to use these opportunities. Participation in orientation programmes, faculty induction programmes, refresher courses, workshops and faculty development programmes will help to develop the needed soft skills as well as equip them with the latest technology and techniques of pedagogy, which will enhance the competency in teaching. Also develop a positive attitude and passion towards teaching profession will definitely enhance the soft skills and mould the teachers as competent enough to face the new challenges in the teaching-learning process.

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