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Copyright Policy

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EDITORIAL

Towards Futuristic Visions

"No research without action, no action without research"

-Kurt Lewin

Our higher education system needs a new vision and aspiration to fulfil the needs and solve the century's challenging issues. We need an educational system that is modern in look, liberal in nature, and can acclimatize to the needs of the changing society, which confronts a changing economy and culture. Improvement in quality research and innovations is the need of the hour. India has stepped into the online mode of education at a higher level. Hence every aspect of higher education must be reorganized and remodeled.

Teaching and research conducted must be scrutinized and emphasized with much more seriousness. Measuring quality assurance, systematic analysis of accountability, and increased relationships with industry and international collaboration, must be given due importance. Our education system greatly needs a vision with a futuristic and prospective outlook on playing a significant role in the future expansion of quality research in India.

The higher education system needs systemic reforms with a high-quality, affordable education system. It is possible only when we have a robust framework that defines higher education's mission and futuristic vision. Human factors in India need to be actualized. Research and innovation need to be thought of afresh. A suitable trajectory to promote research and innovation must result in high competence in research at the international level.

The knowledge generation process and the process of solving the problems can no longer be treated in separate stages and must go beyond. Higher education must prepare individuals with meta-skills such as language, communication, teamwork, data analysis, etc., that could be used as a bridge for developing many other skills. Many Indian teachers and students are best for their research abilities and teaching. However, though these are the positive sides of Indian higher education, many other unfortunate realities related to education in Indian researchers must provide services to international students by improving infrastructure and avoiding rigidity in the admission process, curriculum, and teaching-learning process. Only a nation based on research outlook and productivity through innovation can sustain itself in the ever-changing world.

Here are a few Researchers of the teacher preparation institutions who explored on various issues. ***Malliga, T. made a*** *Study on Awareness about Water Conservation among Selected High School Students and found that high school students studying in Erode district had a moderate level of awareness about water conservation.* ***Rama Priya, M.P. explored on*** *Perception of Prospective Teachers on their Institutional Climate in Tiruvallur District - A survey. Ascertains that Teacher Education programmers' curriculum, pedagogy, and evaluation needs to be made more objective and complete and more sensitive to both educational and social circumstances.* ***Mangai. K., and Auxilia Francina, V.*** *Spiritual Intelligence among Prospective Teachers in Chennai District. Opines that Strengthening the Spiritual Intelligence must be a part of Teacher Education in order to build a harmonious society. Spiritual Intelligence is very much essential for the teachers as well as the students as it improves the focus of one's IQ.* ***Muthu Lakshmi, K. made a study on*** *Perspectives on Self-Regulated Learning claims that Teacher should understand the importance of self-regulation of the learner and its impact on 21st century society. They have to organize and develop their beliefs, values, attitudes, knowledge, discipline and behaviour of the students to promote as a self-regulated learner.* ***Santhi, R. made a study on Leadership*** *Development of Teacher and claims expertise by mentoring, peer observation and coaching, leading engagement with families and communities, and taking on responsibilities for curriculum or school improvement activities leverages leadership qualities.*

We are express our sincere gratitude to contributors and we look forward to articles on philosophy of education, learning theory, technology and research on current issues. Quality articles based on reflections and reading will also be considered for publication.

Editorial Board

Research Article

A Study on Awareness about Water Conservation among selected High School Students

Dr. T. Malliga,

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Abstract

The study was carried out to find out the awareness about water conservation among high school students. Three hundred and eighteen (318) high school students were selected from Erode District by using a simple random sampling technique. Investigator used a self-constructed tool for collecting the data. The validity and reliability of the tool were checked and used for data collection. Mean, Standard Deviation, and t-test was computed for data analysis. This study found that high school students who were studying in Erode district had a moderate level of awareness about water conservation.

Key Words: Awareness, Water Conservation, High School Students

Introduction

Life originates in water. Water is called squid gold without which we cannot survive in their earth. Nature has gifted some precious and valuable resources and water is one of them and is the basic need. All living beings need water for their survival and to carry out their vital life processes. Earth, has three –fourths of its surface area covered with water and only one-fourth has land masses. It covers about 70 percent of the Earth for a total of approximately 332.5 million cubic miles (1,386 million cubic kilometres). Water dominates the surface of Earth and is vital to life on the planet. Only if a place has water, there will be life. Of all the planets there is life only on earth because it has water. Even today, millions of years later, water continues to be an essential requirement of life. Students have incredibly absorbent brains. They remember what they are taught in their childhood days and follow them in their life. So, it is important to make them aware of the problems faced by the society and the student's role in it. The students may or may not be aware of the scarcity of water and hence they should be introduced about the contribution, they had to give in conserving water in their day-to-day life. It will thereby bring a significant change in their view about water preservation.

Need For the Study

The need of water is very huge. All plants, animals and human beings need water to stay alive. Without water, life would lose its primary food source. Clean, fresh water is a limited resource. Every person on earth needs water to survive. Without it, many of us would get sick and even result in death. In recent years water table is facing serious threat due to rapid population increase, industrial and urban development, over usage, climate change, global warming, shrinkage in glaciers in Arctic and Antarctic, natural calamities (shifting of precipitation and reduced snow pack) and negligence of people to use the water in proper way and slow replenishment of natural waters.

Besides, drastic economic expansion, energy demand and shrinkage of replenished waters are point of major concern. The rainfall has been changed during the current years and catchment of rainwater is decreasing in several countries. Very recently, with increasing demand of water requirement, preservation of water resources has been increased. It is anticipated that water level may go further down and their necessity may increase more in future. It is utmost necessity for the humans to take care of the water resources, usage pattern and sustainable management/conservation at great importance.

The need of the hour is to educate tomorrow's leaders about water conservation. When children are trained to save and use water economically, they can help to reduce water wastage now and in the future. They will be able to do a greater number of daily activities with less amount of water, and these good habits will become a way of life for them.

Objectives of the Study

1. The main objective of the study is to identify the level of awareness about water conservation among high school students in Erode District.
2. To find out whether there is any significant difference in the awareness about water conservation among high school students with respect to the background variables gender, residential area, family type, father's education, mother's education, type of house, major water source, type of school and volunteering in social clubs.

Hypotheses of the Study

1. The hypotheses framed for this research is as follows:

2. The awareness of water conservation among high school students is high.
3. There is no significant difference in the awareness of water conservation among high school students based on their gender.
4. There is no significant difference in the awareness of water conservation among high school students based on the residential area.
5. There is no significant difference in the awareness of water conservation among high school students based on the family type.
6. There is no significant difference in the awareness of water conservation among high school students based on fathers' education.
7. There is no significant difference in the awareness of water conservation among high school students based on mothers' education.
8. There is no significant difference in the awareness of water conservation among high school students based on type of house.
9. There is no significant difference in the awareness of water conservation among high school students based on major water source.
10. There is no significant difference in the awareness of water conservation among high school students based on type of school.
11. There is no significant difference in the awareness of water conservation among high school students based on participation in volunteer services.

Methodology

Method used- The investigator has chosen survey method for studying the awareness of water conservation among high school students.

Population and Sample of the study

High school students those who were studying in Erode District were considered as Population of this study. In this study, the investigator used simple random sampling technique. Three hundred and eighteen (318) high school students were selected as the samples for this study.

Tools used

In order to measure the awareness of water conservation among high school students, the investigator used the self-made water conservation tool which had 30 items. The inventory

was in the form of yes / No types. The investigator established the content validity for the tool. The reliability of the tool has been established by using test-retest method. It was found to be 0.71.

Statistical Techniques Used

The investigator employed descriptive statistics (Mean and SD), parametric statistics (students "t" test) to process the data collected from the samples.

Analysis of Data

Table 1

Level of Awareness About Water Conservation Among High School Students

Variable	Low		Moderate		High	
Water Conservation Awareness	**Count**	**%**	**Count**	**%**	**Count**	**%**
	12	4	219	69	87	27

From the table 1, 69% high school students scores fall in moderate category; 27% students' scores fall in high category and only 4% of students' scores fall in low category. Therefore, the hypothesis 1 is rejected.

Table 2

Difference in awareness about water conservation scores of high school students based on selected variables

Variable	Sub variables	N	M	S.D.	't' value	Remarks
Gender	Boys	104	17.73	4.12	0.88	Not Significant
	Girls	214	18.15	3.85		
Residential Area	Urban	66	18.21	3.95	0.44	Not Significant
	Rural	252	17.96	3.94		
Family Type	Nuclear	225	18.18	3.80	1.12	Not Significant
	Joint	93	17.61	4.25		
Volunteer service participation	Yes	128	18.56	3.93	2.02	Significant
	No	190	17.65	3.92		

From the table 2, the calculated 't' values between the awareness about water conservation scores of high school students with respect to their gender, residential area and family type are 0.88, 0.44 and 1.12 respectively. These 't' values are less than the table value 1.96 at 0.05 level of significance. Therefore, the hypotheses 2, 3 and 4 are accepted.

On the other hand, the calculated 't' value between the awareness about water conservation scores of high school students with respect to participation in volunteer services 2.02 which is greater than the table value 1.96 at 0.05 level of significance. Therefore, the hypotheses 10 is rejected.

Table 3

Analysis of Water Conservation Awareness with Respect to Selected Variables

Variable	Sub Variables	Source of Variance	SS	df	MS	F-value	Remarks
Fathers' Education	Illiterate	Between groups	184.56	2	92.28	6.12	Significant
	School Education	Within groups	4745.31	315	15.06		
	Graduate	Total	4929.88	317			
Mothers' Education	Illiterate	Between groups	179.11	2	89.55	5.93	Significant
	School Education	Within groups	4750.76	315	15.08		
	Graduate	Total	4929.88	317			
Type of House	Own	Between groups	270.67	2	135.33	9.14	Significant
	Rental	Within groups	4659.20	315	14.79		
	Lease	Total	4929.88	317			
Major Water Resource	Ground water	Between groups	7.94	2	3.97	0.25	Not Significant
	Corporation water	Within groups	4921.93	315	15.62		
	Others	Total	4929.88	317			

Type of School	Government	Between groups	722.802	2	361.40	27.05	Significant
	Aided	Within groups	4207.08	315	13.35		
	Self-Finance	Total	4929.88	317			

From the table 3 reveals that the calculated 'F' values 6.12, 5.93, 9.14 and 27.05 are higher than the table value 3.02 at 0.05 level. Hence, there is significant difference in the awareness about water conservation among high school students based on their father's education, mother's education, type of house and type of school. So, the null hypothesis 5, 6, 7 and 9 are rejected. But the calculated 'F' value 0.25 is lesser than the table value 3.02 at 0.05 level. Hence, there is no significant difference in the awareness about water conservation among high school students based on their major water source.

Findings

Findings through Descriptive Analysis

High school students those who were studying in Erode district had moderate level of awareness about water conservation.

Finding through Differential Analysis

1. Among high school students, boys and girls did not differ in their awareness of water conservation.
2. High school students from rural and urban area have similar level of awareness about water conservation.
3. High school students from joint family and nuclear family did not differ in their awareness of water conservation.
4. High school students whose father completed graduation (M=19.20) had better awareness of water conservation than the high school students whose father comes under school education (M=17.99) and illiterate categories (M=15.83).
5. High school students whose mother completed graduation (M=18.81) had better awareness of water conservation than the high school students whose father comes under school education (M=18.17) and illiterate categories (M=16.19).
6. High school students who are living in their own house (M=19.19) had the better

water conservation awareness than the high school students who is living in the

7. leased house (M=18.60) and rental house (M=17.27).
8. High school students did not differ in their awareness about water conservation based on major water source of home.
9. Self-financing high school students (M=20.15) had better awareness of water conservation than the government (M= 16.23) and aided high school students (M=17.83).
10. High school students those who are participated in volunteering service (M=18.56) had better water conservation awareness than the non-participants (M=17.65).

Discussion

This study found that Erode district high school students had moderate level of awareness about water conservation. This might be because of the way that Erode area is situated in the bank of Cauvery River and there is no water shortage issue because of this. Due to this reason, school students may not encounter the water shortage issue. So their consciousness of water protection may not be high.

This study reveals that high school students whose father or mother completed graduation had better awareness than the high school students whose father or mother have completed school education or they are illiterate. This may be due to the fact that graduate parents may impart more knowledge related to water conservation and encourage them to participate in environmental related volunteering services.

This study reveals that there is significant difference in the awareness of water conservation among high school students based on the type of house where they live. Students who live in their own houses had better awareness than students who live in leased houses and rental houses. This may be due to the fact that high school students who live in their own house may have more responsibility in handling the water in them home. It might be a result of self-instinct of own house. This study reveals that self-finance school students had better awareness about water conservation than the government and aided school students. This may be due to the fact that self-financed institutions may have many social, environmental clubs where students can learn about water problems. Many private schools celebrate environmental related days and organizes competitions, meetings etc. which thereby increases the awareness of water conservation of the students.

This study reveals that significant difference found between the high school students those who participated in volunteering service and the non-participants. This might be because of the way that high school students may involve in cleaning lakes, ponds and participate in many environmental related events through the member of N.C.C. and N.S.S. in schools. It may lead their awareness about water conservation.

In this study, the demographic variables - gender, residential area, family type and major water resource did not influence the awareness of water conservation among high school students.

Conclusion

Education is the most powerful weapon in bringing out the changes in the mind of the people in global level. Education gives us knowledge of the world around us and changes it into something better. The future of the world is in the hands of the children. Whether the future is positive or negative one depends on the children and the education they receive. The education of a child is so valuable that one needs to consider the importance of the child's education. Creating awareness is one of the prime duties of education. Education is disseminated by various stakeholders. So, it is the duty of the teachers, management, policymakers, educationalist and the government to disseminate the awareness about water conservation in the society. Through this study, an attempt is made to torch on the awareness about water conservation among high school students in Erode District.

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Research Article

Perception of Prospective Teachers on their Institutional climate in Tiruvallur District - A survey

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Abstract

The study explores the perception of prospective teachers regarding the institutional climate in teacher education colleges located in Tiruvallur District. A survey research design was adopted, and data were collected from prospective teachers using a structured questionnaire that measured key dimensions of institutional climate, including physical environment, academic support, administrative efficiency, interpersonal relationships, and student services. The findings indicate that most prospective teachers perceive their institutional climate as moderately favourable, with higher satisfaction in interpersonal relationships and academic support, and lower satisfaction in administrative responsiveness and infrastructure facilities. The study highlights the need for institutions to strengthen collaborative practices, improve administrative systems, and enhance learning resources to create an environment that promotes teacher development and well-being. The results provide useful insights for policymakers, administrators, and teacher educators aiming to enhance the quality of teacher education institutions in the district.

Keywords: Institutional climate; Prospective teachers; Teacher education; Perception; Survey; Tiruvallur District; Educational environment

Introduction

India has one of the world's largest teacher education systems. Teacher education is provided by university departments of education and affiliated colleges, government and government-aided institutions, private and self-financing colleges, and open universities, in addition to university departments of education and affiliated colleges. Despite the fact that most teacher education programmes are practically identical, the quality varies amongst institutions and universities. In certain locations, the supply of instructors considerably outnumbers the need, while in others, qualified teachers are in short supply, resulting in the

hiring of under qualified and unqualified individuals. Teacher education programmes are primarily institution-based in the situation where manpower planning becomes a necessity. Their pupils need to be exposed to the reality of school and community more and more. Internships, teaching practise, practical activities, and supplementary educational activities all require greater planning and organisation. Teacher Education programmes' curriculum, pedagogy, and evaluation need to be made more objective and complete. The current teacher education system needs to be more sensitive to both educational and social circumstances.

Institutional Climate

The organisational climate is the result of the relationships that have been built between the principal and the instructors, as well as between the teachers themselves. Within the organisation, it also includes task achievement and need-satisfaction dimensions. As a result, corporate atmosphere plays an important role in supporting and accomplishing organisational goals, including student academic successes. A particular organisational climate can be stimulating, supporting, neutral, antagonistic, or detrimental to students' academic success, job satisfaction, and motivation to work in the educational organisation due to its unique interactions with individual features and personalities.

It's defined as a set of quantitative work environment attributes based on the collective perception of the people who live and work there, and shown to impact their motivation and behaviour. It is a common term that expresses how it feels to work at a company. According to Mohanty (2009), organisational climate refers to the work environment as well as group interaction and leadership traits that exist between teacher and teacher, headmaster and teacher, headmaster and pupils, and teacher and pupils.

Personality, according to Halpin and Croft (1963), is to the individual what organisational climate is to the organisation. Organizational climate, according to Sharma et al. (1973), is the interaction that occurs between organisational members in order for them to fulfil their specified responsibilities while also meeting their own requirements. He also stated that it is the consequence or arising conditions of social interaction among the teachers and between the teachers and the principal within the school or any other organisation. Climate, according to Miskel (1985), refers to variables like shared values, social beliefs, and social standards that influence how individuals behave in organisations.

Studies

In **Prachinburi, Thailand, Ladyong (2014)** conducted a case study on organisational atmosphere and teacher motivation. Teachers are highly motivated in their work, according to the findings. Responsibility is the highest or most important motivator of teachers' work, while recognition is the lowest or least important motivator of teachers' work, among the five factors. According to teachers, an open organisational climate exists in schools. School-Community Interrelationship is reported to be the highest or most open climate among the four components of organisational climate, whereas Collegial Leadership is the lowest or least open climate. The job motivation of teachers is influenced by the organisational climate. Two aspects of organisational climate, collegial leadership and school-community interrelationships, were revealed to be important in predicting teachers' work motivation utilising method enter and method stepwise multiple regression analysis.

Roy (2015) conducted research on teacher educators' perceptions of their own teacher education institutions' organisational climate. The findings revealed that teacher educators' assessments of the organisational climate in their respective teacher education institutions deviated from the norm. Dimensionally, their perceptions were dissimilar. The perceptions of teacher educators about the organisational climate of their respective teacher education institutions were unaffected by gender, management style, or geographic diversity.

Significance of the Study

Because teachers play such an important role in the educational system, teacher training institutes serve as the basis upon which the entire educational system is built. The entire educational edifice will collapse if the teacher education system is ruined. Teacher educators and teacher education institutes play a critical role in this scenario. Redesigning and reorganising teacher education institutions, as well as assuring the quality of teacher educators, has thus become one of our society's top priorities.

Statement of the Problem

The present study is titled as “Perception of Prospective Teachers on their Institutional Climate in Tiruvallur District –A survey”.

Objectives

- To find out the Perception of B. Ed students on their Institutional Climate.

- To find out whether there is a significant difference in the Perception of B. Ed students on their Institutional Climate based on Gender, Locality, Marital Status, UG Degree and Parents occupation.

Hypotheses

1. The Institutional Climate as perceived by prospective teachers is Neutral.
2. There is no significant difference between the prospective teachers in their perception of institutional climate based on Gender, Locality, Marital status, UG Degree and Parent's Occupation.

Method Adopted Tool Used in the Present Study

The survey method draws attention to an existing educational issue and proposes ways to address it. For the study titled "Perception of prospective teachers on their Institutional Climate," the researcher chose a survey method. The data was collected using a questionnaire created by S.P. ANAND (Regional Institute of Education, Bhubaneswar). The scale has 40 elements, 25 of which are positive and 15 of which are negative. It is designed to assess prospective teachers' perceptions of their institution's climate. The scoring scheme is 5,4,3,2 & 1 for favourably illustrated statements, and 1,2,3,4 & 5 for negatively illustrated statements.

Sample

Sampling is a crucial tool for advancing a discipline's new corpus of knowledge. As a result, educational researchers must have a strong understanding, awareness, and experience in sampling. A total of 220 prospective teachers were chosen at random from three private colleges for this study.

Data Analysis and Interpretation

Mean score for total sample is 112.82 and Mean Percentage was calculated to be 37.60 % for Perception of Prospective Teachers on their Institutional Climate.

Table 1

Frequency and Percentage of Perception of Prospective Teachers on their Institutional Climate in each category

Categories	Range	Frequency	Percentage
Unfavourable	59-93	1	0.5
Neutral	94-128	218	99.1

Favourable	129-220	1	0.5
Total		220	100%

From the table 1, it is observed that more number of prospective teachers lie in the neutral category showing that their perception on their Institutional Climate is neutral as hypothised.

Table 2

Mean S.D and t value of Perception of Prospective Teachers on their Institutional Climate based on Gender, Locality, Marital Status and UG Degree.

Sub Variable		N	Mean	S. D	't' Value	L.S
Gender	Male	45	119.56	25.61	1.97	S at 0.05
	Female	175	111.09	25.96		
Locality	Urban	191	111.79	25.12	1.28	**NS**
	Rural	29	119.62	31.23		
Marital Status	Married	104	110.24	25.58	1.39	NS
	Unmarried	116	115.13	26.38		
UG Degree	Arts	73	106.75	23.30	2.57	S at 0.05
	Science	147	115.83	26.90		

It is observed that the Mean score for Male **prospective teachers 119.56** is higher than that of Female **prospective teachers 111.09.** The 't' value (**1.97**) is greater than the table value at **0.05** level showing significant difference between the means. Mean score for Urban prospective teachers (**111.79)** is lesser than the Rural students mean score (**119.62).** The t-value (**1.28**) is lesser than the table value showing no significant difference between the means.

Mean scores for Married Trainees (**110.24)** are lesser than the Unmarried Trainees (**115.13).** The 't' value (**1.39**) is lesser than the table value showing no significant difference between the means. Mean score of **prospective teachers who possess Arts Degree 106.75** is lesser than the Science Degree students' mean score **115.83.** The 't' value (**2.57**) is greater than the table value at **0.05** level showing significant difference between the means.

Table 3

ANOVA for Perception of Prospective Teachers on their Institutional Climate - Parent's Occupation

Variable	Source of variance	Df	Sum of Squares	MSS	F value	L.S
Institutional Climate	Between groups	2	332.192	166.09	0.24	NS
	Within groups	217	148452.53	684.113		

From table 3 cited above, it is observed that F-value obtained (**0.24**) is lesser than the table value showing no significant difference among groups.

Findings

- Neutral level of Institutional Climate is perceived by prospective teachers of Tiruvallur District.
- Locality, Marital Status and Parent's Occupation of prospective teachers are not influenced by their perception on Institutional Climate.
- Gender and UG Degree of prospective teachers are influenced by their perception on Institutional Climate.

Educational Implications

Academic programmes should be organised within the institution, and faculty should be given the chance to attend academic programmes outside the institution. Inside the college, weekly paper presentations should be instituted. This will assist trainees in maintaining an academic orientation, resulting in a more positive perspective of the setting. Teacher educators should be encouraged to approach teaching strategies and practises with a broader global perspective. In-service programmes, substantial reading of educational research or 'educational' magazine articles, and participation in professional organisations relevant to their specialty or area would all be encouraged. The institution should be well-equipped with all of the sophisticated items available on the market that can aid teachers and students in improving their performance. Teachers may be given a voice in the institution's rule-making and decision-

making processes. Faculty members' 'Institutional Climate Perception' should be assessed at regular intervals so that better corrective steps may be performed.

Conclusion

Teacher education refers to the process of preparing teachers for their careers. It is not simply teacher training, but the development of information, skills, and abilities that enable a teacher to carry out his or her professional obligations and responsibilities successfully and efficiently. Teachers all over the world are constantly challenged to make improvements in their academic and professional lives for the good of their society and nation. As a result, teacher education programmes must adapt to the changing world of teaching as well as the changing professional world of teachers. As a result, all components of our teacher education programmes must undergo revolutionary transformations, as they are completely accountable for the mental composition of all future educators.

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Research Article

Spiritual Intelligence among Prospective Teachers in Chennai District.

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Abstract

Spiritual Intelligence is the inner potential found in an individual to develop meaning, vision and value for life. It drives us to dream and to strive with self-beliefs and spiritual resources. It helps us to solve problems in everyday life. This paper is an attempt to study the level of Spiritual Intelligence among B.Ed. Teacher Trainees in Chennai District. The research methodology used for the study is Descriptive Survey Method. The sample for the study was 300 student teachers taken from government, government aided and private colleges of education in Chennai district. To examine the level of Spiritual Intelligence of B. Ed teacher trainee's -The Spiritual Intelligence Scale (SIS-DD) developed by Dr. Santosh Dhas and Dr. Upinder Dhar (2005) was used as the tool for the study. To analyse the data, Descriptive test and t-Test were used. The major findings showed that there is no significant difference in Spiritual Intelligence owing to Region, Medium of Instruction and Academic Qualification among B.Ed. Teacher Trainees. Strengthening the Spiritual Intelligence must be a part of Teacher Education in order to build a harmonious society. Spiritual Intelligence is very much essential for the teachers as well as the students as it improves the focus of one's IQ. It actually eliminates ego distractions and magnifies the consciousness and mindfulness which in turn will pave the way for holistic development of the individual.

***Keywords*:** Spiritual Intelligence, Ascendance, Prospective Teachers

Introduction

Education is believed to be the foundation for a better future. Education is considered to be the best tool to transform the society into a constructive and progressive one. There are two sides of education. One side teaches us how to make a living and the other side how to live because education is not preparation for life; education is life itself. It lies in the hands of the teachers to educate the minds of the students along with their hearts in order to mould better

human beings. Thus, it becomes essential to include courses that develop Spiritual Intelligence among the teacher trainees so that the teachers will induce the same to their students.

Statement of the Problem

Spiritual Intelligence among Prospective Teachers in Chennai District.

Objectives of the Study

To examine the difference in Spiritual Intelligence of Prospective Teachers (B.Ed. Teacher Trainees) owing to the difference in

- Region,
- Medium of Instruction and
- Academic Qualification

Operational Definition of the Terms

Spiritual Intelligence

Spiritual Intelligence is the awakening of soul that instructs the human mind to work with the grace of God. In this study, Spiritual Intelligence refers to the score obtained in the Spiritual Intelligence scale (SIS-DD) developed by Dr. Santosh Dhas and Dr. Upinder Dhar (2005).

Region

On the basis of Region, the B.Ed. Teacher Trainees were divided into two categories namely

- Urban
- Rural.

Medium of Institution

On the basis of Medium of Instruction, the B.Ed. Teacher Trainees were divided into two Categories.

- Tamil
- English

Academic Qualification

On the basis of Academic Qualification, the B.Ed. Teacher Trainees were divided into two categories namely.

- UG – Under Graduate and PG – Post Graduate

Delimitations of the Study

- The present investigation has the following delimitations:
- The study was limited to colleges of education in Chennai district only.
- The sample was limited to 300 student teachers pursuing B.Ed. degree course.
- Standardized tools alone were used.
- The study was restricted only to Tamil medium and English Medium students.

Design of the Study

The present study has been designed as a descriptive study.

Tools Used for the Study

- The following tools were used to collect data for the present study.
- The Spiritual Intelligence scale (SIS-DD) developed by **Dr. Santosh Dhas** and **Dr. Upinder Dhar** (2005).
- Personal data sheet prepared by the investigator with the help of the Research Supervisor.

Selection of the Sample

The sample for the study was selected random sampling technique. The sample consisted of 300 student teachers drawn from Government, Government-aided and Private Colleges in and around Chennai.

Statistical Treatment of Data

Critical ratio was computed to test the difference in Spiritual Intelligence of B.Ed Teacher Trainees with respect to Region, Medium of Instruction and Academic Qualification.

Differential Analysis of Data

Further, the data was subjected to appropriate statistical tests for testing the hypothesis.

$H_0$1. There is no significant difference in Spiritual Intelligence of B.Ed. Teacher Trainees owing to difference in region.

From Table 1 the 'P' value is found to be **0.448** which is greater that the 'P' value (0.05) at 95% level of confidence and the hypothesis which assumed that there is no significant difference in Spiritual Intelligence of B.Ed. Teacher Trainees owing to region is accepted.

Hence, we infer that there is no significant difference is Spiritual Intelligence owing to Region among B.Ed. Teacher Trainees.

Table 1

Table Showing the Difference in Spiritual Intelligence of B.Ed. Teacher Trainees Owing to Difference in Region.

Variable	Category	N	Mean	S. D	S. E	't' value	df	'P' value and Level of Significance
Region	Urban	198	215.39	21.294	1.513	0.76	298	P=0.448 P > 0.05 **NS**
	Rural	102	213.34	23.723	2.349			

$H_0$2. There is no significant difference in Spiritual Intelligence of B.Ed. Teacher Trainees owing to difference in Academic Qualification.

Table 2

Table Showing the Difference in Spiritual Intelligence of B.Ed. Teacher Trainees Owing to Difference in Academic Qualification.

Variable	Category	N	Mean	S. D	S. E	't' value	df	Level of Sig
Academic Qualification	UG	196	215.79	22.245	1.589	1.171	298	P=0.243 P > 0.05 **NS**
	PG	104	212.64	21.875	2.145			

From the above table 4.8 the 'p' value is found to be **0.243** which is greater than the 'p' value (0.05) at 95% level of confidence and the hypothesis which assumed that there is no significant difference in Spiritual Intelligence of B.Ed. Teacher Trainees owing to Academic Qualification

is accepted. Hence, we infer that there is no significant difference in Spiritual Intelligence owing to Academic Qualification among B.Ed. Teacher Trainees.

$H_0$3 There is no significant difference in Spiritual Intelligence of B.Ed. Teacher Trainees owing to difference in Medium of Instruction.

Table 3

Table Showing the Difference in Spiritual Intelligence of B.Ed. Teacher Trainees Owing to Difference in Medium of Instruction.

Variable	Category	N	Mean	S. D	S. E	't' value	df	'P' value and Level of Significance
Medium of Instruction	Tamil	96	215.34	21.627	2.207	0.347	298	P=0.729 P > 0.05 **NS**
	English	204	214.39	22.411	1.569			

From the above table 3 the 'p' value is found to be **0.729** which is greater that the 'p' value (0.05) at 95% level of confidence and the hypothesis which assumed that there is no significant difference in Spiritual Intelligence of B.Ed. Teacher Trainees owing to Medium of Instruction is accepted. Hence, we infer that there is no significant difference in Spiritual Intelligence owing to Medium of Instruction among B.Ed. Teacher Trainees.

Conclusion

Education helps the individual to grow and learn not only intellectually but also gives us the ability to construct our own values through moral development. The spiritual intelligence is found to generate better lives and prosperity in humankind. It contributes to facilitate and coordinate cordial relationships among all the creations in the universe. Recommendations on a high range of topics to address the need and importance of developing spiritual intelligence among individuals could be included in the Teacher Education Program. This will consequently result in better life index as teachers are the transformers of the society. The teachers can imbibe the core values and also inculcate moral values among their student community by developing spiritual intelligence and build a sustainable global platform.

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Research Article

Perspectives on Self-Regulated Learning

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Abstract

Student centred learning is one of the primary challenges in the field of education. We need good infrastructure facilities, cognition of teacher and students, technology and support from the managements as resources to make the students as their own learning. In order to realize this challenge learning to learn is the most important aspects for students. Learning to learn is the ability to sustain and continue their learning as long as possible and to categorize one's own learning through observation, guidance, information gathering and effective management of time. In an ever changing 'knowledge society' learning is perceived as a life-long process required to adapt to new circumstances and thus ensuring personal economic and social success (Dubois & Staley, 1997). One should recognize their image of self and ability on how to learn the content to become a lifelong learner. Lifelong learning is highly associated with self-regulated learning of the students because self-regulated learning skills stimulate the students to read a lot. Self-regulated learning is a crucial skill for achieving school success. It refers to a student's ability to think about a task or action beforehand, monitor his or her performance during its execution, and then reflect on it to take additional action afterward (Zimmerman, 2000). Many factors are responsible for self-regulated learning of the students like teachers' belief, students' perception, classroom environment, parents support, Peer interaction and teaching methodology. This paper highlights the perspectives of self-regulated learning and how it will be important for 21st century learners.

***Keywords*:** Self-regulated learning, Students, Teachers

Introduction:

Self-regulated learning is an active learning process for students to control over their learning and to achieve their academic success. Self-regulated learning closely linked with academic performance of the students because high academic achiever may turn into good self-regulated learner. How do students do it? Students can set goals, make their study plan, monitor

their study process before starting to learn. Self-regulated learners who are make their own study strategy with metacognitively, motivationally and behaviourally and can active participants in their own learning process (Zimmerman, 1986). Corno (1987) defined those learners who are self-starters, who are enactive facilitators of their own learning that sustain self-motivation, who seem to make learning easier for themselves. Self-regulated learners need more motivational, behavioural and environmental factors to make their learning successful. These factors extremely depend on interest, self-efficacy, self-judgement and self-reaction of the students.

The thought process of self-regulated learning has been started from the behaviourist psychology. They emphasised that self-regulated learning is the process used to control the behaviour of the students. Mace, Belfiore, & Hutchinson (1993) as a behavioural researchers stressed that self-regulating processes such as self-monitoring (self-observation and self-recording of one's own behaviours), self-instruction (rules or strategic steps that one applies and often verbalizes during a task), self-evaluation (comparing some aspects of one's behaviours with standards), self-correction (correcting one's behaviours to better match standards), and self-reinforcement (rewarding oneself) are used to engage the students in their own learning process and make control of their performance.

Later a number of issues were raised due to behaviourist concept of self-regulated learning because they do not believe learner's mental process and inner states such as emotions, feelings, beliefs and thoughts. In 1960s, cognitive theories of learning have been beginning by behaviourist incomplete explanation of self-regulated learning of the students. But researcher often found that cognitive skills and abilities did not fully account for students' learning. In 1980s Zimmerman as an expert of self-regulated learning, suggested his ideas that other factors such as motivation, self-efficacy and self-regulation were important to make direction of their learning. These judgments led to the emergence of cognitive theories of self-regulated learning. Cognitive theories of Self-regulated learning is emphasised the students as active learner on their environments. Self-regulated learners do not passively take the information but rather proactively develop their skills and strategies to organize, analyse and evaluate it to reduce their mistakes.

Theories of self-regulated learning:

Cognitive theories create the learner to become a skilful person. This theory assumed that self-regulated learning is a cyclical process in which learners set goals, implement strategies, monitor their learning progress, and modify their strategies when they believe they are not effective. They believed that self-regulated learning do not occur automatically rather it needs some support system as motivational factors. The factors commitment to their goals, their beliefs about their expectations, autonomy, challenge and reorganization are considered as significant factors to learn at comfortable level.

In this present scenario the following cognitive theories

→. Information processing theory

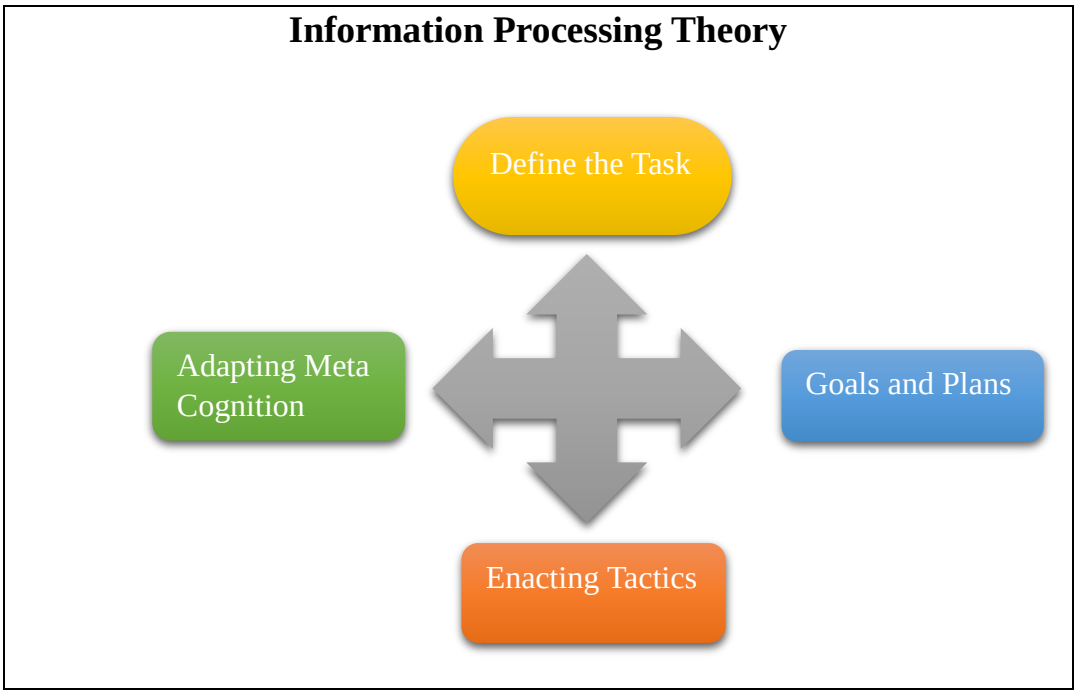
→. Social constructivist theory and

→. Social cognitive theory

are important to teaching and learning process to prepare the students for knowledge society.

Information processing theory:

Winne and Hadwin (1998) stated that self-regulated learning includes four phases. First define the task (learner should recognize the relevant sources and conditions to define the task). Second setting goals and planning (learner should set their goal short term or long term about their process and plan for it how to reach that goal).



In third phase, they apply their strategies and fourth phase they can evaluate it. If they need any modification, they will reuse their process through the feedback. This theory requires memory, cognition and thinking to acquire information and characterized by SMART: Searching, Monitoring, Assembling, Rehearsing and Translating. In this process students can fill SMART goals while working on the task. Shah & Miyake (1999) pointed out this model makes conscious meaning of the information to bring students learning activities. The information processing model will be used as a symbol for successful learning because it is well supported by research and provides a well-articulated means for describing the main cognitive structures (memory systems) and processes (strategies) in the learning cycle.

Social constructivist theory:

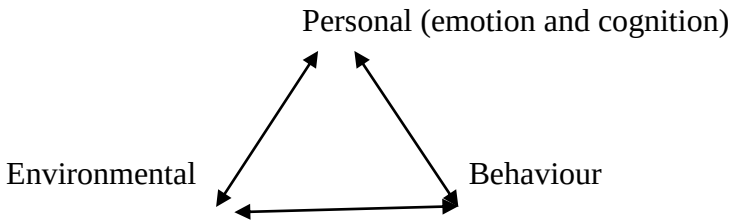
Lev Vygotsky (1896–1934) stressed that the fundamental role of social interaction is important for cognitive developments of the child. He believed that people and their communication and cultural environment being an indicator for social interactions. He has taken language and symbols as a communication tool to collaborate with people to develop their high order cognitive skills such as problem solving and self-regulation. He argued that self-regulation skills of the student depend on their culture of school and home environments. They can become a good self-regulated learner only by their culture, communication and surroundings. New skills and knowledge must be needed to make their cognitive function successful.

Vygotsky argued that the primary mechanisms affecting self-regulation are language and the zone of proximal development (ZPD). ZPD is the difference between what a learner can do without help and what he or she can do with help. In infantile stage of children, they do some actions and sign to convey their message with the help of others. After that they gradually development their language and communicate with others to develop their cognitive skills and regulate their actions and reactions by themselves. It is the initial stage for self-regulation of their learning.

Social cognitive theory:

Albert Bandura (1986) proposed social cognitive theory. This theory speculates human functioning from reciprocal connection between personal, behavioural and environmental conditions. The personal conditions are emotion and cognitive factors of the person.

Behavioural approach based on self-conditions of the person. Environmental conditions follow the interaction with our surroundings.



Self-regulated learning is highly correlated with social cognitive theory because these three conditions play a pivotal role in their learning process. Personal factors may influence the behavioural and environmental factors of the learners similar to other conditions. Personal, behavioural and environmental factors can change during their learning process and they can monitor and evaluate it. The theory extremely reflected in Zimmerman's 2000 three-phase model of self-regulated learning. This model has three phases' namely forethought, performance/ volitional control and self-reflection phase. The forethought phase consists of task analysis and self-motivational beliefs. The learner sets their goal and makes plan and action on it. The performance phase includes self-control and self-observation. During this phase, the learner formulates strategy and gathers information relevant to their learning process and observes their work whether it will be correct or wrong to modify their work. Self-reflection phase comprise with self-judgement and self-reaction. In this phase, they get feedback from others and review their process and evaluate it.

Self-regulated learning of the students - View of Teachers and classroom assessment

Teacher is a responsible word in the learning environment. Teacher's knowledge, classroom practice and interaction seem to have vital importance at learning environment. "In all education systems, the performance of teachers is one of the handful of factors determining school effectiveness and learning outcomes for teachers' interaction with learners is the axis on which educational quality turns" (VSO, 2002:10). To make knowledgeable and skilful learners: new way of teaching, instructional practice and up to date information is to be challenging aspects for teachers. Craft (2000) states that the current change in instructional practice demands new knowledge, new skills and increasing commitment to lifelong learning. All these factors

lead to make self-regulated learner because they can make their own learning with these practical experience and knowledge.

Ampiah, Hart, Nkhata and Nyirenda (2003) contend that a teacher needs to know what children are able to do or not if he/she is to plan effectively. Hence teacher must assess their classroom to know the needs of the children and for what they already know and what they able to do and not. According to Perry et al. (2008) states that most teachers agree with the concept to support their students to become self-regulated learners; yet many of the teachers that they investigated reported to feel unsure about how to do that.

In order to make self-regulated learner teacher should make constructivist classroom climate because the main hypothesis of constructivism is that knowledge is not passively received from an outside source but is actively constructed by the individual learner (Brooks and Brooks, 1999; von Glasersfeld, 1995). The challenge teacher face is how to prepare their classroom more reliable, practical and how can connect the classroom into real life situation for students to solve their problems and feel comfortable level. Also the teacher should understand the following question how can we provide students with the skills and motivation to be a self-regulated and lifelong learner?

The teacher should do the following features

Understand the learning style

Each student is unique and has different potentials and way of learning. For example, some students learn with memorization, some are understanding the concepts and some of them use note making. It is the duty of teacher to understand the learning style of the students and to build the applicable strategy.

Learning strategies:

In order to foster self-regulated learning, the teaching should follow some strategies.

A. **Motivational strategy:** It is the self-reinforcement strategy and makes belief about their work.
B. **Metacognitive strategy:** It is used to plan, monitor, evaluate and revise their study course.

C. **Cognitive strategy:** It is the personal control process used to attend, remember, learn and think about the learning process.

Belief and knowledge:

Teachers' knowledge is classified into three categories: pedagogical knowledge, content knowledge, and pedagogical content knowledge. Pedagogical knowledge about how to teach and it leads to developing their thinking skills. Content knowledge is based on subject matter that teachers have to teach and it directs the teacher's cognitive facts. Pedagogical content knowledge relates to teaching strategies on how teachers transfer their subject matter to their students as well as knowing about needs of the students. These kinds of knowledge make belief of teacher and get to know about how many strategies to instruct at a time and how to integrate their thought process with student's knowledge to provide their students as a self-regulated learner.

Social interaction and feedback as support system:

Social relationship and feedback from the teachers and peer groups are elements for students to be successful self-regulative person. Meaningful social interaction and positive feedback is a good indicator for self-regulative students. Research indicates that effective feedback includes information about what students did well (Labuhn et al., 2010), what they need to improve, and steps they can take to improve their work (Black & William, 1998). Teachers should give the opportunities for students to express their ideas and to ask questions. It leads to develop critical and creative thinking skills because different types of skills build active personality of the students.

Time management and independent practice:

First teacher should organize their time and complete their work. Teacher should make the students to learn the content with in the particular time and encourage them to follow time table of their daily work. Research indicates that students' academic outcomes increase with focused time spent on-task (Kuhl, 1985). Proper time management leads to independence practice of the students. During this process, students are given opportunities to practice the strategy on their own, which can ultimately reinforce autonomy (Schunk & Zimmerman, 2007). Independent practice is to be a valuable predictor for students' to read and comprehend their

learning process across the particular time period. Teacher can help their students control their time strategy by removing passive attitudes and help them to build up their span of attention at their particular task because attention control is one of the vital psychological factors for students to sharp their mind.

Conclusion:

Self-regulated learning is a skill and will learning process. Teacher should understand the importance of self-regulation of the learner and its impact on 21st century society. They have to organize and develop their beliefs, values, attitudes, knowledge, discipline and behaviour of the students to promote as a self-regulated learner.

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Conceptual Article

Leadership Development of Teacher

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Abstract

Teacher leadership is the process by which expert educators take on roles at the classroom, school, district, state, or national levels to advance the profession, and improve educator effectiveness in order to increase access to great teaching and learning for all students. To maximize teacher impact on student and school success, accomplished teachers must have defined opportunities to share their professional knowledge and expertise with colleagues. While teachers in some schools do participate in collaborative leadership activities, others work in isolation and have few opportunities to engage in conversation on ways to improve teaching and learning. It is the students who ultimately miss out on the benefit of shared knowledge. One way to increase collaboration is to establish systems of teacher leadership that formalize the sharing of expertise in order to promote professional learning throughout a school or district. Examples could include opportunities to leverage expertise by mentoring, peer observation and coaching, leading engagement with families and communities, and taking on responsibilities for curriculum or school improvement activities.

Keywords: Leadership, Opportunities, Participate, Professional, Collaborative

Introduction

Leadership is both a research area and a practical skill encompassing the ability of an individual or organization to lead or guide other individual's teams or entire organizations. There is a great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including our country India, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. As the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining or becoming competitive depends increasingly on the development of a highly skilled workforce. This requires trained

and committed teachers but try in turn need the leadership of highly effective principals and the support of other senior and middle managers. The field of educational leadership and management is pluralist with many competing perspectives and an inevitable lack of agreement on the exact nature of the discipline. One key debate has been whether educational leadership is a distinct field or simply a branch of the wider study. While education can learn from other settings educational leadership and management has to be centrally concerned with the purpose of aims of education. These purposes or goals provide the crucial sense of direction to under in school management. A recent Centre for Teaching Quality paper suggests that in order for teacher leadership opportunities to take hold, seven conditions must be in place:

1. A vision and strategy for teacher leadership;
2. Supportive administrative leadership;
3. Appropriate and adequate human, fiscal, and physical resources;
4. Enabling work structures;
5. Supportive social norms and working relationships;
6. Constructive organizational politics blurring roles of teaching and leading;
7. A school and system wide orientation toward inquiry and risk taking.

In addition, states and districts must ensure their teacher leadership systems include opportunities for teachers of colour. National and International Efforts to Grow Teacher Leadership Opportunities There is growing momentum and interest across the country in using teacher leadership as a lever for improving student learning and teaching practice. Led by the U.S. Department of Education, the National Board for Professional Teaching Standards, ASCD, and more than 100 partner organizations the Teach to lead initiative seeks to initiate conversations among teachers and stakeholders at the federal, state, local, and school level on ways to build or strengthen models of teacher leadership. The Teacher Leadership Initiative (TLI), a partnership between the Centre for Teaching Quality, the National Education Association and the National Board for Professional Teaching Standards, is a comprehensive effort begun in 2013 to recruit, prepare, activate, and support the next generation of teachers to lead the profession. In 2011, a broad group of stakeholders developed the Teacher Leader Model Standards, including a consensus definition of a "teacher leader." Organizations like the Teachers and the National Network of State Teachers of the Year have also increasingly focused in recent years on ways to expand teacher leadership opportunities. Internationally, many

countries have growing recognition that teachers need opportunities to lead and grow to best serve students. Education experts often point to Singapore as a model of teacher leadership. Teachers may follow: master teacher, curriculum specialist, or school leader. Teachers receive a wide range of professional development and training opportunities regardless of the path they choose, and they progress to the next stage of their career based on their performance. Each of the paths receives similar compensation, and as a leader in one of these fields, teachers may earn as much as a principal.

Develop or strengthen systems of teacher leadership and career advancement. The Coalition for Teaching Quality recommends that states and districts develop or strengthen systems of teacher leadership and career advancement that provide opportunities for teachers to use their professional expertise and knowledge to influence student learning, instructional practice and school improvement. These systems of teacher leadership must include at least the following elements:

- Common planning time;
- Significant and sustainable compensation for teachers that serve in leadership roles;
- Training for teachers that agree to serve in leadership roles, which may include training on cultural competence and working with adult learners;
- Rigorous selection criteria for teachers in leadership roles, which may include Board-certification, a strong track record of improving student learning, and a proven ability to work with adult learners;
- Diverse pool of teacher leader candidates.

States have also moved forward on teacher leadership policies. For example, in 2013, Iowa developed a Teacher Leadership and Compensation System designed to improve student achievement by strengthening instruction. This initiative provides opportunities for teachers from across the state to collaborate and learn from one another and rewards effective teaching by providing pathways to increased leadership responsibilities and compensation.

Support Distributed Leadership Models. The Coalition for Teaching Quality recommends that states and districts support a distributed leadership model whereby teachers and school leaders work together to take collective responsibility for student outcomes, school improvement and professional learning. This may include training and support for principals to

develop and maintain school leadership teams that include teacher leaders. . Partner with and Draw on the Expertise of Innovative Teacher Leadership Development Programs. To help build capacity, the Coalition for Teaching Quality recommends that states and districts partner with and draw on the expertise of national non-profits and institutions of higher education implementing innovative teacher leadership development programs across the country.

Developing and Supporting Opportunities for Teacher Leadership (continued) .

Conclusion

Leadership can be understood as a process of influence based on clear values and beliefs and leading to a vision for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school its learners and stakeholders. Each of the leadership models discussed in this chapter is partial. They provide distinctive but one-dimensional perspective on school leadership sergiovanni adds that much leadership theory and practice provides a limited view, devilling excessively on some aspects of leadership to the virtual exclusion of others. As the core of a country through science and education the development of education degree is more important. The current process of teaching management of higher education the educational administration and management develops gradually to become the core of the work. Standardized management and leadership have important influence will automation and strengthen the methods of education and the overall development of the nation

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