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No.10/33, Westcott Road, Royapettah,
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Phone : 044 - 2841 9284, Telefax : 044-2851 0218
Email : mestoncollegeofeducation@gmail.com
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PREFACE

We would like to present with great pleasure the bi-annual volume of the Research Journal of Meston College of Education. In this edition, the authors have given us an insight on Listening style, Mental Health and Perception of Prospective Teachers on the designing their learning environment through their articles.

Listening is a skill. Many People have difficulty when it comes to good listening skills. Improving our listening skills is a sure-fire way to strengthen our personal relationships and help us in our career as well. Effective processes include motivation to attend to others, understanding, receiving and interpreting content. Good listening skills are needed to develop empathy and understanding with the students and to assess whether they understand what they are being taught.

Mental Health can be defined as a state of well being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully to their community.

Education is a key agent for change and prosperity of a nation. It is considered as a basic human right in the civilized world. Their expertise and knowledge of latest techniques to train children matter a lot in their job performance. The classroom is the place where teachers have to exhibit their talent to train their students.

The institutional climate is a basic requirement of an educational institution and is the basic of health of an institution. The smooth functioning of an educational institution depends on the maintenance of discipline and co-ordination among the different persons such as head, teachers, students and other staff of the educational institution. The climate is the process while health is its end product which is also the result of growth and development of an institution.

We hope that this fine collection of articles will be a valuable resource for our own individual learning and for further research.

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A STUDY ON LISTENING STYLES OF TEACHERS BASED ON CERTAIN PRESAGE VARIABLES

***C. Jeba Evangeline ** Dr. S. Devasahayam Selvakumar**

INTRODUCTION

An important aspect of communication is the ability to listen. Active listening should always be a goal, with the teacher focusing on both the verbal and nonverbal language of the teacher. Active listening involves concentrating only on the speaker and ignoring outside interruptions, including the listener's own wandering thoughts or possible responses. Active listeners also refrain from interrupting, give the speaker time to finish, show that they are listening by doing things like nodding or smiling, and reflect or paraphrase back to verify their understanding. The description about listening style gives us a general idea of our preferred listening style. Teachers may change their listening style when responding to a certain situation or to their interests, intentions and objectives

As students seek more attention, feedback and support, teachers must become more mindful of individual needs in order to inspire more effectively on professional development and overall performance. Teachers who listen, are able to create trustworthy relationships that are transparent and breed loyalty. As a teacher, it's difficult to really know what our students are thinking about, what's troubling them or how to help them get out of a performance slump unless we take the time listen to them. Listening goes well beyond being quiet and giving someone our full attention. It requires the teachers to be aware of body language, facial expressions, mood, and natural behavioral tendencies.

SIGNIFICANCE OF THE STUDY

Listening is a primary means through which we learn new information, which can help us to meet instrumental needs as we learn things that helps us complete certain tasks at work or school and get things done in general. The act of listening to others provides support to maintain and helps to meet the needs. Listening to what others say about us helps the teachers to develop an accurate self-concept, which can help them more strategically communicate for identity

needs in order to project to others. Overall, improving the teacher's listening skills can help them to be better with peers, have better relations with their colleagues, and with more successful professionals.

OBJECTIVES OF THE STUDY

To find out the significant differences on listening styles among teachers with respect to certain demographic variables such as gender, years of experience and locality of residence.

*C. Jeba Evangeline, Assistant Professor, Meston College of Education, Chennai-14.

**Dr. S. Devasahayam Selvakumar, Principal, Meston College of Education, Chennai-14.

HYPOTHESES OF THE STUDY

There are no significant differences on listening styles among teachers with respect to certain demographic variables such as gender, years of experience and locality of residence.

DESIGN OF THE STUDY

Population and Sample

The Present investigation is carried out in government school, government aided school and private schools of Chennai, Thiruvallur, Thiruvannamalai and Kanchipuram district in Tamilnadu. 1147

Hypothesis-1

Association between the categories of listening styles and gender of teachers has been computed and presented in the following table.

Table 1

Showing the association between the categories of Listening style and gender of teachers

Listening style and its dimensions	Gender		Total	df	C ² Value	Remark
	Male	Female				
Active	23 (16.66)	42 (48.34)	65	3	9.692	S
Involved	64 (82.28)	257 (238.72)	321			
Passive	150 (140.98)	400 (409.02)	550			
Detached	57 (54.08)	154 (156.92)	211			
Total	294	853	1147			

school teachers were selected using simple random sampling technique. As the study intends to collect data pertaining to listening style among school teachers, survey method was used.

Tools used

Listening style scale for teachers standardized by Lu. J. (2005).

Analysis of Data:

The collected data are analyzed using the relevant statistical procedures, the details of which are given in the following tables.

From the above table, it is inferred that the calculated χ^2 value are greater than the table value, ($P < 0.05$), there is significant association between the categories of listening styles and gender.

Hence, Hypothesis-1 stating that "There is no significant association between the teachers in their categories of listening styles and gender" is rejected.

Hypothesis-2

Association between the categories of listening styles and years of experience of teachers has been computed and presented in the following table.

Table 2
Showing the association between the categories of Listening styles and years of experience of teachers

Listening style and its dimensions	Experience			Total	df	χ^2 Value	Remark
	less than 5 years	between 5 and 10 years	Above 10 years				
Active	18 (21.36)	18 (23.12)	29 (20.51)	65	6	28.720	S
Involved	85 (105.50)	114 (114.18)	122 (101.31)	321			
Passive	211 (180.78)	182 (195.64)	157 (173.58)	550			
Detached	63 (69.35)	94 (75.05)	54 (66.59)	211			
Total	377	408	362	1147			

From the above table, it is inferred that the calculated χ^2 value are greater than the table value, ($P < 0.01$), there is significant association between the categories of listening style and years of

experience. Hence, Hypothesis-2 stating that "There is no significant association between the teachers in their categories of listening styles and years of experience" is rejected.

Hypothesis-3

Association between the categories of listening style and locality of residence of teachers has been computed and presented in the following table.

Table 3

Showing the association between the categories of Listening style and locality of residence of teachers

Listening style and its dimensions	Locality of residence		Total	df	c ² Value	Remark
	Rural	Urban				
Active	26 (26.18)	39 (38.82)	65	3	24.985	S
Involved	93 (129.30)	228 (191.70)	321			
Passive	243 (221.53)	307 (328.47)	550			
Detached	100 (84.99)	111 (126.01)	211			
Total	462	685	1147			

From the above table, it is inferred that the calculated ² value are greater than the table value, ($P < 0.01$), there is significant association between the categories of listening styles and locality of residence. Hence, Hypothesis-3 stating that "There is no significant association between the teachers in their categories of listening styles and their locality of residence" is rejected.

FINDINGS OF THE STUDY

- There is significant association between the categories of listening style and gender.

- There is significant association between the categories of listening style and years of experience.
- There is significant association between the categories of listening style and locality of residence.

DISCUSSION & CONCLUSION

This article examined whether there is an association between listening style with respect to gender, years of experience and locality of residence. Gender can influence their communication behaviors, specifically their listening preferences. Female

respondents tend to have people-oriented listening styles and male respondents had an action, content, or time-oriented listening styles. The findings of this research study concluded that both gender and listening styles, did not interact with one another. The years of experience of teachers provided the motivation to find and explore new practices with the knowledge of listening styles. Teachers also reported new strategies that they to connect them to their understanding and focus on learning.

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INFLUENCE OF ORGANIZATIONAL CLIMATE ON JOB SATISFACTION OF HIGH SCHOOL TEACHERS AT CHENNAI AND KANCHEEPURAM DISTRICTS

***Paul Raj. I **Dr. (Mrs.) D. Hemalatha Kalaimathi**

Introduction

Development of nation is mainly dependent on the education system available in the country. Education is nowhere without teachers' role in ensuring achievement in an educational institution (Selamat et al., 2013). Education and training play a vital role in supporting the individual and society to improve their social, economic and cultural aspects, as well as in promoting the development of human resource that is essential for economic growth. Modern education, aims to communicate knowledge, skills and behaviour modification for the betterment of the society.

Organizational climate is a major factor in the lives of educators who teach, learn, and grow professionally in schools. School climate can be a better in the lives of educators to learn. Dedicated administrators who are working toward improved school climate are making conscious efforts to enhance and enrich the culture and conditions in the schools so that teachers can teach better and students can learn more (Hansen & Childs, 1998). Organizational climate in schools can be defined as the norms, values, beliefs, traditions, and rituals that have built up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shape how people think, feel, and act in schools (Peterson & Deal, 1998). Gottfredson and Hollifield (1998) stated that school climate is the most important factor in which a school succeeds with its students. Therefore, the need to establish a positive school climate is quite obvious (Gottfredson & Hollifield, 1998).

Research on school effectiveness supports the significance of a better school environment where effective teaching and learning takes place. The Principal of the institution is the most responsible person for establishing a positive school climate, who provides leadership in developing and maintaining a conducive climate to learning (Dietrich & Bailey, 1996). In an organization with a better humanistic relationship, collegiality, and participation, the teaching effectiveness is high, triggering a higher success of education, too (Babu & Kumari, 2013). Therefore organizational climate can affect teachers' job satisfaction and morality.

*Paul Raj. I, Research Scholar, Bharathiar University, Coimbatore- 641 046.

**Dr. (Mrs.) D. Hemalatha Kalaimathi, Supervisor, Lady Willingdon IASE, Chennai-600 005.

Need and significance of the study

Due to the development of science and technology, there is a rapid change that takes place from home to all organizations in the society and nation as well. Advancement of technology influences and resulting in the low morality among the teachers and many conflicts and disputes. To avoid such incidents, every organization is attempting to create a favourable atmosphere or climate within the organization, which will ensure better performance and efficiency from the teachers. Organization is interpreted as a dynamic process, since it is a simple mechanism for coordinated behaviour. It is the process of people behaving in a rationally coordinated fashion. Accordingly, when one speaks of a favourable atmosphere one should be aware of the various things that the employees expect from their job. These various things are autonomy, freedom, encouragement, facilities, motivation, rewards, etc. If they get satisfied with the providing facilities, then they tend to perform well. The performance is defined in terms of a rise in the level of outgoing students with the same or reduced level of incoming students as a result of better work methods and improved technology. If they are not motivated to work harder and better, with sincerity, initiative and cooperation, no amount of sophisticated

technology or improved work method is going to help. Therefore, performance needs to be redefined in terms of employee motivation and satisfaction. Hence the study is essential.

Statement of the problem

The problem of the study is entitled as “**Influence of organizational climate on job satisfaction of high school teachers**”.

Objectives of the study

1. To study the organizational climate and job satisfaction of the high school teachers.
2. To find out the difference between organizational climate and job satisfaction of high school teachers based on the sub groups gender, locality of school and type of school (Govt., Govt.-aided, private).
3. To study the correlation between the organizational climate and job satisfaction of high school teachers.

Hypotheses of the study

1. Job satisfaction of high school teachers is moderate in nature.
2. Organizational climate of high school teacher is congenial.

3. There is no significant difference between the mean scores of job satisfaction and organizational climate of high school teachers based on the following subgroups of the samples.
 - (a) Gender
 - (b) Locality of school
 - (c) Type of the school
4. There is no significant relationship between job satisfaction and organizational climate.

Research methodology

The investigator has adopted normative survey method. The sample consisted of one hundred and thirty six (136) school teachers from six Governments, two Government Aided, and one Private school in Chennai and Kancheepuram districts of Tamilnadu. Random sampling technique is employed for selecting the sample. The

investigator and the supervisor developed the tool to measure the organizational climate and job satisfaction of school teachers after referring some available text, related journals and theses. The tool consisted of 67 statements. It has 38 items for organizational climate and remaining 29 for job satisfaction. Regarding organizational climate, it has 19 positive and 19 negative statements; for job satisfaction, there are 16 positive statements and 13 negative statements. Each statement in the questionnaire was scored based on 5 point rating scale. Mean, Standard Deviation, t-test, one way ANOVA and Correlation were employed for the statistics.

Analysis and interpretation

The high school teachers' attitude towards their job satisfaction is moderate and feelings towards organizational climate are congenial.

Table - 1
Mean and standard deviation for job satisfaction and organizational climate of high school teachers

Variable	Frequency	Mean	S.D
Job satisfaction	136	119.25	12.72
Organizational climate	136	125.33	11.64

From table (1) it could be observed that the mean and standard deviation of job satisfaction (119.25 & 12.72 for N – 136) and organizational climate (125.33 & 11.64

for N – 136) of high school teachers. Following table depicts the levels of job satisfaction and organizational climate of high school teachers.

Table - 2
Levels of job satisfaction and organizational climate of high school teachers

Variable	Mean value	Level	Number	Percentage (%)
Job satisfaction	132 above	High	27	19.55
	107-132	Moderate	87	63.97
	107 below	Low	22	16.17
Organizational climate	137 above	Conducive	22	16.17
	114-137	Congenial	91	68.38
	114 below	Clumsy	23	15.44

Table (2) showed the level of job satisfaction and organizational climate of secondary school teachers.

Levels of the variable job satisfaction are described on the addition of mean score and the standard deviation from table-1 ($119.25+12.72=131.98$) and subtraction of the same mean score and the standard deviation ($119.25-12.72=106.53$). The mean scores below 107 is lower level, mean scores above 132 is higher level and the mean scores in between 107 and 132 is average or moderate level. 63.97% of the high school teachers are belonging to moderate level towards their job satisfaction. Hence the hypothesis is accepted.

Levels of the variable organizational climate are described on the addition of mean score and the standard deviation from table-1 ($125.33+11.64=136.97$) and subtraction of the same mean score and the standard deviation ($125.33-11.64=113.69$). The mean scores below 114 is clumsy level, mean scores above 137 is conducive level and the mean scores in between 114 to 137 is congenial level. 68.38% of the high school teachers felt that the organizational climate is congenial. Hence the hypothesis is accepted.

Job satisfaction and organizational climate of the high school teachers based on gender, locality, type of management and experience are given below:

Table: 3(a)
Mean and standard deviation for job satisfaction and organizational climate of high school teachers based on gender

Variable		Job satisfaction		t-value	Organizational climate		t-value
		Mean	S.D		Mean	S.D	
Gender	Male (60)	127.31	12.718	2.056*	150.95	16.800	1.968*
	Female (76)	133.91	13.272		147.86	14.138	

From table (3a), it is noted that there is significant difference between the mean scores of job satisfaction of female (133.91) and male (127.31) high school teachers. Comparing the mean scores, the t-value calculated (2.056) for female and male high school teachers with respect to job satisfaction are higher than the table value (1.96), there is significant difference between them at 0.05 levels. Hence the hypothesis is rejected.

From table (3a), it is noted that there is significant difference between the mean scores of organizational climate of female (147.86) and male (150.95) high school teachers. Comparing the mean scores, the t-value calculated (1.968) for female and male high school teachers with respect to organizational climate are higher than the table value (1.96), there is significant difference between them at 0.05 levels. Hence the hypothesis is rejected.

Table:3(b)
Mean and standard deviation for job satisfaction and organizational climate of high school teachers based on locality

Variable		Job satisfaction		t-value	Organizational climate		t-value
		Mean	S.D		Mean	S.D	
Location of the school	Urban	129.91	13.18	0.58	150.00	14.18	0.608
	Rural	129.52	14.11		148.58	16.49	

From table (3b), it is noted that there is no significant difference between the mean scores of job satisfaction and organizational climate of high school teachers who are working in urban (129.91; 150.00) and rural (129.52; 147.48) schools. Comparing the mean scores, the t-value

calculated for job satisfaction is 0.58 and for organizational climate is 0.608 of high school teachers with respect to locality of the school, they are lesser than the table value (1.96); there is no significant difference between them. Hence the hypothesis is accepted.

Table:3 (c)
Mean and standard deviation for job satisfaction of high school teachers based on type of management

Variable		Sum of square	Df	Mean square	F value
Job satisfaction	Between groups	1866.765	2	933.32	5.748**
	With in groups	21596.620	133	162.381	
	Total	23463.385	135		

From table (3c), it is observed that there is significant difference among the mean scores of high school teachers working in different management (government, government aided and private) with respect to job satisfaction. Comparing the mean

scores, F-value calculated for job satisfaction (5.748) is higher than table value (3.000) with regard to different management, there is significant difference among them at 0.01 levels. Hence the hypothesis is rejected.

Table:3 (c)
Mean and standard deviation for organizational climate of high school teachers based on type of management

Variable		Sum of square	Df	Mean square	F value
Organizational climate	Between groups	2479.453	2	1239.726	8.454 **
	With in groups	15812.690	133	118.892	
	Total	18292.142	135		

From table (3c), it is observed that there is significant difference among the mean scores of high school teachers working in different management (government, government aided and private) with respect to organizational climate. Comparing the

mean scores, F-value calculated for organizational climate (8.454) is higher than table value (3.000) with regard to different management, there is significant difference among them at 0.01 levels. Hence the hypothesis is rejected.

Correlation

The relationship between the variables organizational climate and job satisfaction is given below:

Table - 4

Correlation between the variables job satisfaction and organizational climate of high school teachers

Variable	N	r	Level of significance
Organizational climate and Job satisfaction	136	0.677**	positive correlation

It is observed from the table (4) that there is a positive correlation found between organizational climate and job satisfaction. The calculated value (0.677) is statistically significant at 0.01 level.

Findings

1. Job satisfaction of high school teachers is moderate in nature (63.97%).
2. Organizational climate of high school teachers is congenial (68.38%)
3. The male and female high school teachers differed significantly with respect to job satisfaction at 0.05 levels. The female (133.91) high school teachers have satisfaction towards their job than the male (127.31) high school teachers.
4. The male and female high school teachers differed significantly with respect to organizational climate at 0.01 level, the male (150.95) high

school teachers have more favourable attitude towards their organizational climate than the female (147.86) high school teachers.

5. The teachers working in rural (129.52) and urban (129.91) high schools did not differ significantly with respect to their job satisfaction.
6. The teachers working in rural (148.58) and urban (150.00) high schools did not differ significantly with respect to organizational climate.
7. The government, government aided and private school teachers differed significantly with respect to organizational climate and job satisfaction at 0.01 levels.
8. There is a positive correlation between organizational climate and job satisfaction among high school teachers at 0.01 levels.

Conclusion

Organizational climate may create better working environment. Providing better organizational climate, the teachers working under those institution have produced better results and they will be satisfied with their job too. Job satisfactions make the teachers to be self-disciplined and well organized manner in the school as well as in the society.

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MENTAL HEALTH AND LEADERSHIP BEHAVIOUR AMONG HIGHER SECONDARY SCHOOL STUDENTS

*Dr. P. Eugene Michael ** R. Manimaran

Abstract

The aim of research is to find out the levels of mental health and leadership behaviour among higher secondary school students. In the study a sample of 300 students from class 11th were selected randomly from in and around the city of Villupuram and village of Thumbur. The questionnaire used in this study is mental health inventory developed by V. Drover Augustine (2002) and Leadership behavior scale developed by S. Sathiyagirirajan (2008). The investigator used the survey method in this research. The study revealed that there is significant difference between Male and Female students with respect to mental health and leadership behaviour. There is significant relationship between mental health and leadership behaviour among higher secondary students.

Introduction

“Mental Health is the full and harmonious functioning of the whole personality”.

Mental health is not synonymous with absence of Mental Illness. It refers to condition and a level of social functioning which is socially and personally satisfying all aspects of life. Well-adjusted behaviour as applicable to all situations in life psychologists emphasizes it as a continuous process of adaptation to changing environment.

Hadfield (1972), reported that Mental Health is the full and harmonious functioning of whole personalities “A person is said to have a good mental health when he succeeds to maintain harmonious

relationship between himself and his environment, so mental health is very important for attaining the goals of life.

Leadership is **“organizing group of people to achieve a common goal”.**

Leadership is the ability to gather individuals around some specific objectives by motivating them to fulfil these objectives co-operatively.

A study by MacKay, et.al. (2009) revealed high rates of fire setting among community adolescents, little is known about its correlates. This study identifies the mental health and substance use correlates of four fire setting levels in an epidemiological sample of adolescents. Donaldson, Morgaen, L.; Cobb, Casey, D.; Mayer,

*Dr. P. Eugene Michael, Associat Professor, Meston College of Education, Chennai-14.

** R. Manimaran

Anysia, P. (2010) found out that the principals struggle to balance their desire to cede authority to teachers and foster teacher leadership with his responsibility to raise student performance.

The investigator has stated the problem: Mental Health and Leadership Behaviour among Higher Secondary School Students.

Operational Definition

Mental Health

Mental Health is a relative state of mind which a person is healthy to cope with and adjust to the recurring stress of everyday living in an acceptable way by Mosby's Medical Dictionary.

Leadership Behaviour

Leadership is an activity process of interpersonal relationship; other's behaviour is influenced through this process to achieve the set target by Bowers (1969).

Objectives

1. To find out significant difference among Gender and Type of management of higher secondary students in their mental health.
2. To find out significant difference among Gender and Type of management of higher secondary students in their leadership behaviour.
3. To find out whether there is any significant correlation between mental

health and leadership behaviour of higher secondary students.

Hypotheses

1. There is no significant difference among Gender and Type of management of higher secondary students in their mental health.
2. There is no significant difference among Gender and Type of management of higher secondary students in their leadership behaviour.
3. There is no significant correlation between mental health and leadership behaviour among higher secondary students.

Sample Selected

In this study the investigator selected 300 higher secondary students from Villupuram districts as the sample.

Research Tool

- The **Mental Health Inventory** developed and standardized by V. Drover Augustine (2002).
- The **Leadership Behaviour scale** developed and standardized by S. Sathiyagirirajan (2008).

Analysis and Interpretation of data

The data collected from the survey was analysed using necessary statistical tools and the results are listed below.

Hypothesis - 1

There is no significant difference among Gender of higher secondary students in their mental health.

Table - 1

Difference between Male and Female students with respect to Mental Health among higher secondary students.

Variable	Gender	Number	Mean	S.D	Critical Ratio	L.S
Mental Health	Male	150	53.00	.000	2.081	S
	Female	150	52.92	.471		

From the above table, it is observed that the calculated critical ratio 2.081 is greater than the table value of 1.96 at 0.05 level. It is statistically proved that there is

significant difference between Male and Female students with respect to Mental Health. Hence Hypothesis-1 is rejected.

Hypothesis - 2

There is no significant difference among Type of management of higher secondary students in their mental health.

Table - 2

Difference in mean scores of Mental Health based on types of management.

Variable	Type of Management	Sum of squares	df	Mean of square	F	L.S
Mental Health	Between groups	.286	2	.143	1.278	N.S
	Within groups	33.234	297	1.278		
	Total	33.520	299			

From the above table it is observed that the calculated F value 1.278 is lesser than the table value of 3.04 at 0.05 level. Therefore, there is no significant difference on mental

health of higher secondary school students based on type of management. Hence Hypothesis-2 is rejected.

Hypothesis-3

There is no significant difference among Gender of higher secondary students in their leadership behaviour.

Table - 3

Difference between Male and Female students with respect to leadership behaviour among higher secondary students.

Variable	Gender	Number	Mean	S.D	Critical Ratio	L.S
Leadership Behaviours	Male	150	110.66	14.962	2.055	S
	Female	150	107.06	15.382		

From the above table, it is observed that the calculated critical ratio 2.055 is greater than the table value of 1.96 at 0.05 level. It is statistically proved that there is

significant difference between Male and Female students with respect to leadership behaviour. Hence Hypothesis-3 is rejected.

Hypothesis - 4

There is no significant difference among Type of management of higher secondary students in their Leadership Behaviour.

Table - 4
Difference in mean scores of Leadership Behaviour based on types of management.

Variable	Type of Management	Sum of squares	df	Mean of square	F	L.S
Leadership Behaviour	Between groups	455.280	2	227.640	.978	N.S
	Within groups	691.840	297	232.744		
	Total	696.520	299			

From the above table it is observed that the calculated F value 0.978 is lesser than the table value of 3.04 at 0.05 level. Therefore, there is no significant difference

on leadership behaviour of higher secondary school students based on type of management. Hence Hypothesis-4 is accepted.

Hypothesis - 5

There is no significant correlation between mental health and leadership behaviour among higher secondary students.

Table - 5
Showing Correlation between mental health and leadership behaviour among higher secondary students.

Variable	N	Correlation	L. S
Mental Health Vs Leadership Behaviour	300	.356	S

From the above table, it is cleared that there is significant relationship between mental health and leadership behaviour

among higher secondary student's relationship. Hence Hypothesis-5 is rejected.

Findings of the study

1. There is significant difference among Male and Female with respect to mental health.
2. There is no significant difference between higher secondary students in their mental health with respect to type of management.
3. There is significant difference among Male and Female with respect to leadership behaviour.
4. There is no significant difference between higher secondary students in their leadership behaviour with respect to type of management.
5. There is significant relationship between Mental Health and Leadership Behaviour among higher secondary students.

Conclusions and Discussions

This study on Mental Health and Leadership Behaviour among Higher Secondary Students will throw more light on their day-to-day activities in their Mental Health. At the Higher Secondary stage, the students normally found that Higher Secondary phase of education is very significant milestone of the student. This is due to some psychological aspects like

emotional, mental, physical changes of higher secondary students. So, it is the duty of the home and schools to develop proper Leadership Behaviour. The schools should conduct daily prayers as well as activities related to groups.

According to this Study, Mental Health and Leadership behaviour are significantly related to each other. From this we can infer that the Mental Health may help to develop Leadership Behaviour. Educators have a great responsibility in forming students to understand and accept themselves, so that they grow up to be matured human with the capacity to adjust better in the society.

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PERCEPTION OF PROSPECTIVE TEACHERS ON DESIGNING THE LEARNING ENVIRONMENT OF TOMORROWS CLASSROOM TS

*Beulah kiruba .J

Abstract

The aim of the study is to identify the level and the significant difference of the perception of prospective teachers designing on learning environment of tomorrow's - classroom. For that purpose 100 prospective teachers from government, government aided and self-finance college of education in Chennai were participated. To collect data from the selected sample, information scheduled was used in addition to a self-made five-point rating scale, perception of designing classroom Environment Inventory, which contains 5 dimensions, thus making into 20 statements. All the 20 statements are positive in nature. The result shows that the majority prospective teachers (64%) have more favourable perception of designing learning environment of tomorrow classroom.

KEY WORDS: Perception, prospective, designing classroom environment, digital age.

INTRODUCTION:

B. Wilson (1996) remarks ,“A learning environment is a place or community where people can draw upon resources to make sense out of things and construct meaningful solution to problems” Teaching and learning process in the 21st century have undergone a vast change from the narrow and teacher- centric method to a more liberal and student – centric one. Research studies on student's characteristics; teacher characteristics, learning environment both at school and home, role of parents, peer group, nature and demand of curriculum, mode of transaction

of curriculum and assessment reveal the continuous changing process of teaching and learning. The development of science and technology over a period of hundreds and thousands of years dramatically changed the process of teaching and learning with reference to individual and social demands, national and global demands from localization of education to globalization of education, from face to face mode of education to distance mode of education, from stereo type of learning to multimedia approach of learning. Therefore it is evident that there are host of factors that determine the effectiveness of teaching and learning

* Beulah kiruba .J, Assistant Professor of History, Meston College of Education , Chennai - 600 014.

among them , the classroom environment is the basic and foremost important one that facilitates for the smooth transaction of curriculum in such a manner to make the learning less hard, joyful , unforgettable and concrete one.

NEED FOR THE STUDY:

In the emerging trend of classroom context of the digital age, students learning cannot be restricted and completed with just making them sitting in the classroom and listening to the teachers. But learning is continuous and has no limits, as referred by the researchers learning includes so many aspects and connected with cognitive, affective and psycho- motor domains. Classroom environment is the most important basis for effective transaction of teaching and learning process. It is determined by innumerable factors such as physical environment of the classroom, learning resources, opportunities to explore the learning possibilities, interactions between students, interaction between teachers and students, learner behaviour, teacher behaviour, however the traditional learning environment of the class room has been thoroughly modified in the modern age of science and technology, especially the application of digital technology. In this context, the educational administrators, curriculum framers, teachers, parents, students and other stakeholder of education

should know the expectations of the learners. Hence the researcher felt the need for the study on the learning environment at different levels of education.

STATEMENT OF THE PROBLEM

The problem identified by the investigator is entitled "Perception of Prospective Teachers on Designing the Learning Environment of Tomorrow's Classroom"

REVIEW OF LITRATURE:

Nurumal Mohd Said et.al conducted a study on A Study of Learning Environments in the Kulliyyah (Faculty) of Nursing, International Islamic University Malaysia. The DREEM questionnaire was administered to 105 Bachelor of Nursing students at IIUM. The total mean score on the 50-item DREEM inventory was 120.12 out of a maximum of 200. The result shows that the Student perceptions of learning and their teachers, their academic self, social self and their perception of the atmosphere were all positive. Eight items with low mean scores (less than two) on the DREEM questionnaire were identified as requiring remediation.

OBJECTIVIES OF THE STUDY:

The researcher intended to carry out the present study with the following objectives:

1. To find out the significant difference in the perception of prospective teachers on the designing of learning environment of tomorrow's classroom with respect to gender.
2. To find out the significant difference in the perception of prospective teachers on the designing of learning environment of tomorrow's classroom with respect to subject.
3. To find out the significant difference in the perception of prospective teachers on the designing of learning environment of tomorrow's classroom with respect to educational qualification .

HYPOTHESES

The present study is planned to be carried out with the following hypotheses:

1. There is no significant difference in the perception of prospective teachers on the designing of learning environment of tomorrow's classroom and its dimensions with respect to gender.
2. There is no significant difference in the perception of prospective teachers on the designing of learning environment of tomorrow's

classroom and its dimensions with respect to subject group.

3. There is no significant difference in the perception of prospective teachers on the designing of learning environment of tomorrow's classroom and its dimensions with respect to Educational Qualification.

METHODOLOGY

The present study is conducted to a randomly selected 100 prospective teachers from 5 different college of education, Chennai, who are undergoing the B.Ed. course during the academic year 2013 -2014. To collect data from the selected sample information scheduled was used in addition to a self –made five-point rating scale, perception of designing classroom Environment Inventory, which contains 5 dimensions, thus making into 20 statements. All the 20 statements are positive in nature. The maximum possible scores are 100 and minimum will be 20. The tool was validated by test – re-test method. The statistical techniques such as descriptive analysis and differential analysis are used.

DATA ANALYSIS AND INTERPRETATION

Table - 1
Mean, Standard Deviation, Critical Ratio on Perceived Learning Environment of Prospective Teachers with regard to gender

Variable	Gender	N	Mean	S.D	Critical Ratio	Level of Significance
Physical Aspects	Male	20	17.85	2.834	2.534	0.05
	Female	80	18.92	1.281		
Social Aspects	Male	20	16.60	2.210	2.200	0.05
	Female	80	17.68	1.888		
Instructional Aspects	Male	20	17.75	1.970	2.127	0.05
	Female	80	18.59	1.464		
Teacher characteristics	Male	20	17.05	2.328	2.484	0.05
	Female	80	18.12	1.554		
Student characteristics	Male	20	17.00	2.991	3.055	0.01
	Female	80	18.72	2.044		
Over all perception of Learning Environment	Male	20	92.90	4.471	1.551	N.S
	Female	80	90.35	6.987		

From the above table, it is noted that there exists no significant difference on the overall perception of learning environment among the prospective teachers with regard to gender. However, the male and female prospective teachers significantly differ on the learning environment dimensions-physical Aspects, Social Aspect, Instructional Aspect and Teacher Characteristics at 0.05 level. They also significantly differ on the Dimension

-student characteristics at 0.01 level. Moreover, the female prospective teachers have more mean scores in all the dimensions of learning environment, when compared to the male prospective teachers but in the case of overall perception of learning environment, the male prospective teachers have more mean score than the female teacher -trainees. Hence the framed hypothesis is partially verified.

Table - 2
Mean, Standard Deviation, Critical Ratio on Perceived Learning Environment of Prospective teachers with regard to Subject

Variable	Subject	N	Mean	S.D	Critical Ratio	Level of Significance
Physical Aspects	Arts	39	19.21	1.06	2.322	0.05
	Science	61	18.39	2.01		
Social Aspects	Arts	39	17.33	1.96	0.507	N.S
	Science	61	17.54	2.02		
Instructional Aspects	Arts	39	18.38	1.74	0.176	N.S
	Science	61	18.44	1.52		
Teacher characteristics	Arts	39	17.64	1.88	1.214	N.S
	Science	61	18.08	1.69		
Student characteristics	Arts	39	18.36	2.55	0.071	N.S
	Science	61	18.39	2.24		
Over all perception of Learning Environment	Arts	39	89.41	6.03	1.77	N.S
	Science	61	91.79	6.86		

From the above table, no significant difference is noted on the overall perceived of learning environment among the prospective teachers with regard to subject at 0.05 level. Further, they did not differ significantly in all the dimensions of perceived learning environment, except on

the dimension of physical aspects. In physical aspect, the Arts subject prospective teachers have more mean score (M=19.21) when compare to science subject prospective teachers (M=18.39).hence the framed null hypothesis is practically verified.

Table -3
Mean, Standard Deviation, Critical Ratio on Perceived Learning Environment of Prospective Teachers with regard to Educational Qualification

Variable	Educational qualification	N	Mean	S.D	Critical Ratio	Level of Significance
Physical Aspects	UG	81	18.72	1.84	0.071	N.S
	PG	19	18.68	1.25		
Social Aspects	UG	81	17.27	2.02	1.98	0.05
	PG	19	18.26	1.66		
Instructional Aspects	UG	81	18.36	1.68	0.797	N.S
	PG	19	18.68	1.20		
Teacher characteristics	UG	81	17.85	1.84	0.674	N.S
	PG	19	18.16	1.46		
Student characteristics	UG	81	18.43	2.02	0.456	N.S
	PG	19	18.16	3.52		
Over all perception of Learning Environment	UG	81	90.52	6.91	1.07	N.S
	PG	19	92.32	5.13		

From the above table, no significant difference is noticed at 0.05 level on the perceived learning environment among the prospective teachers with regard to educational qualification and also in its dimensions, except the dimension of social

Aspect. In this aspect, the prospective teachers with post graduate (Mean=18.26) have high mean score when compared to the students with under graduate (Mean=17.27) qualification. Hence the framed Hypothesis is partially verified.

FINDINGS:

1. The male and female prospective teachers significantly differ on the learning environment dimensions-physical Aspects, Social Aspects, Instructional Aspects and Teacher Characteristics at 0.05 level. They also significantly differ on the Dimension –student characteristics at 0.01 level. Moreover, the female prospective teachers have more mean score in all the dimensions of learning environment, when compared to the male prospective teachers but in the case of overall perception of learning environment, the male prospective teachers have more mean score than the female teacher–trainees.
2. There is no significant difference on the overall perceived of learning environment among the prospective teachers with regard to subject at 0.05 level. Further, they did not differ significantly in all the dimensions of perceived learning environment, except on the dimension of physical aspects. In physical aspects, the Arts subject prospective teachers have more mean score (M=19.21) when compare to science subject prospective teachers (M=18.39).
3. There is no significant difference on the perceived learning environment among the prospective teachers with

regard to educational qualification and also in its dimensions, except the dimension of social Aspect. In this aspect, the prospective teachers with post graduate (Mean=18.26) have high mean score when compared to the students with under graduate (Mean=17.27) qualification.

EDUCATIONAL IMPLICATIONS:

The learning environment has a significant impact on students' achievements and learning outcomes. A motivating learning environment fosters deep self-directed learning in the student's well-structured and well-designed environment for learning. It is coherent by nature, that there is a developmental sequence for learning complexity of knowledge concepts. Horizontal connections enable knowledge to be transferred across contexts. A coherently structured learning atmosphere will foster adaptive competence, which involves the ability to apply the knowledge meaningfully and skills flexibly and creatively in a variety of contexts.

CONCLUSION:

The learning environment is a composite of human practices and material systems, much as ecology is the combination of living things and the physical environment. Learning environment issues in higher education can be viewed through many perspectives. Each individual has their

own understanding about their own learning environment. However, the learning environment is derived from educational practise. Therefore, in order to implement a good and appropriate learning environment, we need to understand the concept of the learning environment and implement it in our educational institutions appropriately. The concept of learning has been well-recognised in the educational literature.

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Meston College of Education, the first private College of Education in Tamil Nadu was established in 1937. It caters to the needs of the teaching community by conducting academic programmes leading to B.Ed., and M.Ed. degrees and research programmes leading to M.Phil. and Ph.D. degrees. Meston College was the pioneer to offer M.Ed. Programme in 1943 and Ph.D. in 1975. Meston College introduced Special Education for the Mentally Handicapped at the B.Ed. and M.Ed. levels in 1988.

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