

# Journal on Educational Psychology

An attempt to explore the mental mechanism of teaching and learning



*W.S.*  
Principal  
St. Xavier's College of Education  
(Autonomous)  
Palayamkottai - 627002

# CONTENTS

## ARTICLE

- 1 REFLECTION OF PROBLEM SOLVING SKILL IN LIFE AND MATHEMATICS EDUCATION THROUGH MODELING AND APPLYING  
By Vrinda Vijayan, V. P. Joshith

## RESEARCH PAPERS

- 7 AN EXAMINATION OF PARENT MEDIATED STRATEGIES DURING A JOINT ROUTINE  
By Sekhar Pindiprolu, Teresa Boggs
- 17 INTERNET COMMUNICATION AS A SPRINGBOARD FOR ESTABLISHING HIGH-QUALITY COMMUNICATION AMONG TEENAGERS: OPPORTUNITY vs. RISK  
By Gila Cohen Zilka
- 26 DESIGN AND DEVELOPMENT OF A QUESTIONNAIRE TO STUDY THE EFFECT OF VARIOUS INFLUENCING FACTORS ON PERFORMANCE OF ENGINEERING STUDENTS  
By Radheshyam H. Gajghat, Chandras C. Handa, Rakesh L. Hirnte
- ✓ 36 EMOTIONAL MATURITY AND METACOGNITION OF HIGH SCHOOL TEACHERS  
By A. Vences Cyril, M. Antony Raj
- 44 A STUDY OF MENTAL HEALTH AMONG UNDERGRADUATE STUDENTS IN SALEM DISTRICT  
By G. Devendiran, G. Hema

*Heel*  
**Principal**  
**St. Xavier's College of Education**  
**(Autonomous)**  
**Palayamkottai - 627 002**

# EMOTIONAL MATURITY AND METACOGNITION OF HIGH SCHOOL TEACHERS

By

A. VENCES CYRIL \*

M. ANTONY RAJ \*\*

\* Assistant Professor, Department of Mathematics, Peniel Rural College of Education, Dindigul, Tamil Nadu, India.

\*\* Research Director and Assistant Professor in History, St. Xavier's College of Education (Autonomous), Tirunelveli District, Tamil Nadu, India.

Date Received: 04/04/2018

Date Revised: 08/10/2018

Date Accepted: 22/10/2018

## ABSTRACT

The paper emphasis on the teaching learning process by evaluating the Emotional Maturity and Metacognition of high school teachers. Metacognitive strategies are essential for the teachers of 21<sup>st</sup> century. This may enable teachers to successfully cope with and handle new situations. For this they should be able to regulate their thinking. So, it is the main duty of a teacher to impart knowledge and also they should make the students to think and to think over their thinking and to act accordingly. The metacognitive knowledge is encompassed with all the information about a proposed task that is available to a teacher. The emotional maturity of teachers should find expression in all domains, whether it is teaching, talking, playing, or walking. Emotionally mature teachers are likely to produce emotionally balanced learners and this transfer of maturity enables a teacher to manage or control his class irrespective of the conditions it has. If the teachers are emotionally matured, they can manage the situations effectively. When the teachers think, plan, and be aware of their classroom activities, they would be emotionally balanced and stable. The research was a survey type, which consists of random sampling of 800 high school teachers in Dindigul and Madurai districts. The investigator has constructed and validated the Metacognition Scale and Emotional Maturity Scale by self under the guidance of his research guide. Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation, and 't'-test and correlation. The result showed that there is significant relationship between the Emotional Maturity and Metacognition of high school teachers.

Keywords: Emotional Maturity, Metacognition, High School Teachers.

## INTRODUCTION

Metacognition is defined as awareness of one's own thinking, awareness of the context of one's conceptions, an active monitoring of one's cognitive process, an attempt to regulate one's cognitive process in relationship to further learning (Flavell, 1976). Metacognitive instruction is often used to help learners monitor and control the effectiveness and accuracy of their own understanding and problem-solving behaviors in a particular subject matter. Teaching has some unique qualities that differentiate it from many of the tasks that metacognitive interventions have supported. Metacognitive instruction is effective only if it involves theory and practice. The learner must be given some

knowledge of cognitive process as well as opportunities to practice metacognitive strategies. Simply providing knowledge without experience does not seem to be sufficient for metacognitive development (Lin et al., 2005). Emotions are the prime motive forces of thoughts, conduct, and their control is very important. It has been rightly said, "To keep one's emotions under control and be able to conceal them is considered a mark of strong character." The word 'Mature' means 'ripe' or full development, the psychological meaning is more flexible. A child may be mature in the sense that he has reached the development which is typical for his age. But maturity is termed as to describe behavioral physical changes which occurs as a direct result of genetic action,

but which emerge as the animal or human matures and grow older. Emotional maturity as the degree to which the person has realized his potentials for richness of living and has developed his capacity to enjoy things, to relate himself with others, to love and to laugh, and his capacity for wholeheartedness. Emotional maturity is the conglomeration of characteristics indicating that a person is well balanced in a number of psychological and behavioural dimensions (Wart & Suino, 2012). The other mark is on indifference toward certain kinds of stimuli that affect a person and he/she develops moodiness and sentiment. Emotional maturity describes the process of becoming more intelligent about one's emotions and relationships (Goleman, 1999).

### 1. Review of Related Studies

Kartal, Demir, and Kaya (2017) conducted an evaluation on the regression level of prospective teachers' metacognitive skills in terms of their community service activities perceptions. The finding of the study revealed that the teachers' participation in community service activities was effective for the development of cognitive skills and higher-level thinking processes; in this regard, as it contributed the teachers' development of the responsibility for their own learning, it had positively contributed that the more their necessary skills increased, the more positive attitude toward student the teachers had.

Subitha (2015) made a study on self-efficacy and metacognition among prospective teachers. The findings of the study were: (a) there was a significant difference between aided and unaided prospective teachers in their knowledge of cognition, regulation of cognition, and metacognition; (b) there was a significant difference between male and female prospective teachers in their knowledge of cognition, regulation of cognition, and metacognition; (c) there was a significant difference among boys, girls, and co-education prospective teachers in their regulation of cognition; and (d) there was a significant relationship between self-efficacy and metacognition of male prospective teachers.

Ratna (2016) made a case study on emotional maturity level of B.Ed. student teachers of Kohima district. The findings of the study were: (a) there was no significant difference between married and unmarried student teachers in their emotional maturity; (b) there was no significant difference between different age group i) below 25 years and ii) 25 years and above in their emotional maturity; and (c) there was a significant difference between male and female student teachers in their emotional maturity.

Mary (2015) conducted a study on emotional maturity and spiritual intelligence of B.Ed. trainees. The findings of the study were: (a) there was a significant relationship between emotional maturity and spiritual intelligence of B.Ed. trainees; (b) there was a significant association between father's education and emotional instability, social maladjustment, overall emotional maturity of higher secondary school students; (c) there was a significant association between mother's education and social maladjustment and emotional maturity of higher secondary school students; and (d) there was a significant association between father's occupation and emotional instability, social maladjustment, personality disintegration, and emotional maturity of higher secondary school students.

### 2. Significance of The Study

Many teachers are not aware of the knowledge about teaching and procedures of using metacognition in teaching. Teachers who demonstrate a wide range of metacognitive skills perform better in their teaching and complete work more efficiently, plan the way to approach a task, monitor, comprehend, and evaluate the progress towards completion of a task (Titus & Annaraja, 2011). The aforementioned are the metacognitive skills that help the teachers to improve their competency in teaching. Teaching with metacognition refers to the teachers' thinking about their own thinking regarding instructional goals, teaching strategies, sequences, materials, students' characteristics and needs, and other issues related curriculum, instruction and assessment, before, during, and after

teaching in order to maximize their instructional effectiveness. Teaching for metacognition means that teachers will think about how their instruction will act and develop their students' metacognition (Hartman, 2001). Teachers are, first of all, human beings. They also have their personal set of problems, mental blocks, inhibitions, social conditions, motivation, institutional demands, dissatisfaction with job and salary, and so on. The teachers who are entering in to the education field may come with academic, social, and emotional problems. Teachers should be capable enough to understand, handle, and resolve the diverse problems faced by them and by their today's students.

Metacognition gradually transforms and guides the nature of emotional experiences. The daily experiences of the teachers initiate the teaching processes that begin to sustain certain habits and expectations about events of daily school life, from the situations of teaching to their experience and so forth. In this way, emotions grow from initially automatic processes to more complex and empowered ongoing processes of cognitive development. Emotions and cognitions co-develop and ideally become quite integrated in development. As a consequence, to understand teacher's emotional development, it was also important to be aware of the parallel process of their cognitive development (Labouvie-Vief, 2015). There is no doubt that the standard of Emotional Maturity and Metacognition of high school teachers in the classrooms determine the standard of the students as well as quality education too.

### 3. Objectives

- To find out whether there is any significant difference in emotional maturity of high school teachers with regard to their location of school.
- To find out whether there is any significant difference in emotional maturity of high school teachers with regard to their medium of instruction.
- To find out whether there is any significant difference in metacognition of high school teachers with regard to their location of school.
- To find out whether there is any significant difference

in metacognition of high school teachers with regard to their medium of instruction.

- To find out whether there is any significant relationship between emotional maturity and metacognition of high school teachers.

### 4. Hypotheses

H<sub>0</sub>1: There is no significant difference between rural and urban high school teachers in their emotional maturity.

H<sub>0</sub>2: There is no significant difference between Tamil and English high school teachers in their emotional maturity.

H<sub>0</sub>3: There is no significant difference between rural and urban high school teachers in their metacognition.

H<sub>0</sub>4: There is no significant difference between Tamil and English high school teachers in their metacognition.

H<sub>0</sub>5: There is no significant relationship between emotional maturity and metacognition of high school teachers.

### 5. Delimitation of The Study

- The study is limited to high school teachers in Dindigul and Madurai districts only.
- The investigator has proposed to choose only 800 teachers as sample for the study.

### 6. Method Used

Broudy in 1963 stated that "Method refers to the formal structure of the sequence of acts commonly denoted by instruction. The term method covers both strategy and tactics of teaching and involves the choice of what is to be taught and the order in which it is to be taught". Method is more general, it includes techniques also. The research techniques are ways of implementing a method. Different techniques may be employed within the same method. Survey research is concerned with the present and attempts to determine the status of the phenomena under investigation (Singh, 2005). The investigator has adopted survey method in this study to find out the "Emotional Maturity and Metacognition of High School Teachers".

#### 6.1 Population and Sample

Population or universe means, the entire mass of observations, which is the parent group from which a

sample is to be formed. The term population or universe conveys a different meaning than a traditional one. Sampling means selecting a given number of subjects from a defined population as representative of that population (Pandey & Pandey, 2015). The population of the present study consists of teachers those who are working in high schools of Dindigul and Madurai districts, Tamil Nadu, India. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 800 high school teachers. Among them 250 were male and 550 were female high school teachers.

### 6.2 Tools Used

In this present study, the investigator constructed and validated two tools namely ArVc's Scale on Emotional Maturity (AVSEM), the investigator grouped emotional maturity under selected five dimensions, namely, Emotional Manifestation, Emotional Stability Emotional Self-Awareness, Emotional Adjustment, and Emotional Adequacy, and ArVc's Scale on Metacognition (AVSM), it has two components namely, Knowledge of Cognition and Regulation of Cognition.

### 6.3 Validity

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of test (Best & Khan, 1999). The validity of the tool may be found in different methods. For the present study, the investigator established the face validity for the tools (AVSEM) and (AVSM).

#### 6.3.1 Face Validity for AVSEM

Face validity is a measure of how representative a research instrument is. The preliminary draft of the tool AVSEM was given to the experts in the field education, educational psychology, principals, and professors of the colleges of education for obtaining their opinion. Necessary rewording and rephrasing of the items in the scale was carried out with the help of experts. Finally the tool contained 60 items in which 13 items were related to emotional manifestation, 11 items to emotional stability, 10 items to emotional self-awareness, 13 items to emotional adjustment, and 13 items to emotional

adequacy, respectively.

#### 6.3.2 Face Validity for AVSM

In that way, the preliminary draft of the tool for the variable AVSM was given to the experts in the field education, educational psychology, secretaries, principals, and professors of the colleges of education for obtaining their opinion. Necessary rewording and rephrasing of the items in the scale have been carried out with the help of experts. Finally the tool contained 40 positive items with 20 items in the dimension knowledge of cognition and 20 items in the dimension regulation of cognition.

### 6.4 Reliability

Reliability refers to the extent to which differences in respondents observed scores are consistent with difference in their true scores (Furr and Bacharach, 2008). Of the different methods of establishing reliability, test-retest method was used to determine the reliability coefficient of the tools.

#### 6.4.1 Test-Retest Method for AVSEM

To establish the reliability of AVSEM by test-retest method, it was administered to 100 high school teachers and it was re-administered to the same set of teachers after an interval of 15 days. The two sets of scores were correlated using Pearson product moment correlation and the value was found to be 0.842, which is substantial (Best & Kahn, 2006). Hence the tool is considered as mere reliable.

#### 6.4.2 Test-Retest Method for AVSM

To establish the reliability of AVSM by test-retest method, it was administered to 100 high school teachers and it was re-administered to the same set of teachers after an interval of 15 days. The two sets of scores were correlated using Pearson product moment correlation and the value was found to be 0.897, which is substantial. And so the tool AVSM is highly reliable.

### 6.5 Statistics Techniques Used

Mean, Standard Deviation,  $t$  test, and Correlation were used in this study.

### 7. Analysis of Data

It is inferred from Table 1 that there is no significant difference between high school teachers from rural and

Dimensions	Locality of School	N	Mean	S.D	Calculated 't' Value	'P' value	Remarks at 0.05 Level
Emotional Manifestation	Rural	236	48.14	8.091	1.550	0.122	NS
	Urban	564	49.09	7.427			
Emotional Stability	Rural	236	35.94	10.754	2.700	0.007	S
	Urban	564	38.12	9.571			
Emotional Self-Awareness	Rural	236	42.64	5.806	2.160	0.031	S
	Urban	564	43.57	4.915			
Emotional Adjustment	Rural	236	48.13	6.016	2.951	0.003	S
	Urban	564	49.45	5.212			
Emotional Adequacy	Rural	236	48.94	8.385	0.425	0.671	NS
	Urban	564	49.21	8.150			
Emotional Maturity	Rural	236	223.78	21.417	3.431	0.001	S
	Urban	564	229.44	20.925			

(At 5% level of significant the table value of 't' is 1.963, S - Significant, NS - Not Significant)

**Table 1. Difference between High School Teachers from Rural and Urban Schools in their Emotional Maturity**

urban schools in their emotional manifestation and emotional adequacy. But there is significant difference between high school teachers from rural and urban schools in their emotional stability, emotional self-awareness, emotional adjustment, and emotional maturity. While comparing the mean scores of high school teachers from rural (35.94, 42.64, 48.13, and 223.78) and urban (38.12, 43.57, 49.45, and 229.44) schools, high school teachers from urban schools are better than their counterparts in their emotional stability, emotional self-awareness, emotional adjustment, and emotional maturity.

It is inferred from Table 2 that there is no significant difference between high school teachers from Tamil and English medium schools in their emotional manifestation, emotional stability, emotional self-awareness, emotional adjustment, emotional adequacy, and emotional maturity.

It is inferred from Table 3 that there is no significant difference between high school teachers from rural and urban schools in their knowledge of cognition. But there is a significant difference between high school teachers from rural and urban schools in their regulation cognition and metacognition. While comparing the mean scores of high school teachers from rural (86.81 and 170.04) and urban schools (88.56 and 172.96), high school teachers from urban schools are better than their counterparts in

their regulation cognition and metacognition.

It is inferred from Table 4 that there is no significant difference between high school teachers from Tamil and English medium schools in their knowledge of cognition, regulation cognition, and metacognition.

It is inferred from Table 5 there is significant relationship between emotional maturity and metacognition of high school teachers.

## 8. Results

Table 1 reveals that statistically significant difference is observed between high school teachers from rural and urban schools in their emotional stability, emotional self-awareness, emotional adjustment, and emotional maturity. The mean difference shows that the urban high school teachers are better than the rural high school teachers in their emotional stability, emotional self-awareness, emotional adjustment, and emotional maturity. But no statistically significant difference is noticed between high school teachers from rural and urban schools in their emotional manifestation and emotional adequacy.

Table 2 reveals that no statistically significant difference is noticed between high school teachers from Tamil and English medium schools in their emotional manifestation, emotional stability, emotional self-awareness, emotional adjustment, emotional adequacy, and emotional maturity.

# RESEARCH PAPERS

Dimensions	Medium of Instruction	N	Mean	S.D	Calculated 't' Value	'P' Value	Remarks at 0.05 Level
Emotional Manifestation	Tamil	493	49.03	7.599	1.055	0.292	NS
	English	307	48.44	7.693			
Emotional Stability	Tamil	493	37.44	9.697	0.104	0.917	NS
	English	307	37.52	10.428			
Emotional Self-Awareness	Tamil	493	43.61	5.066	0.338	0.735	NS
	English	307	42.79	5.397			
Emotional Adjustment	Tamil	493	49.25	5.604	1.232	0.218	NS
	English	307	48.76	5.300			
Emotional Adequacy	Tamil	493	49.29	8.228	0.673	0.501	NS
	English	307	48.89	8.204			
Emotional Maturity	Tamil	493	228.62	21.226	1.434	0.152	NS
	English	307	226.41	21.163			

(At 5% level of significant the table value of 't' is 1.963, NS - Not Significant)

**Table 2. Difference between High School Teachers from Tamil and English Medium Schools in their Emotional Maturity**

Table 3 reveals that statistically significant difference is observed between high school teachers from rural and urban schools in their regulation cognition and metacognition. The mean difference shows that the high school teachers from urban schools are better than the rural high school teachers in their regulation cognition and metacognition. But no statistically significant difference is noticed between high school teachers from rural and urban schools in their knowledge of cognition.

Table 4 reveals that no statistically significant difference is found between high school teachers from Tamil and

English medium schools in their knowledge of cognition, regulation cognition, and metacognition.

- Table 5 reveals that a statistically significant relationship is observed between metacognition and emotional maturity of high school teachers.

## 9. Recommendations

- The high school teachers from rural schools may be exchanged to urban schools by 'teacher exchange programmes' so that they may come to know to about the strategies followed by urban school teachers in improving their cognition and regulating it properly.

Dimensions	Location of School	N	Mean	S.D	Calculated 't' Value	'P' value	Remarks at 0.05 Level
Knowledge of Cognition	Rural	236	83.23	9.004	1.702	0.090	NS
	Urban	564	84.40	8.428			
Regulation of Cognition	Rural	236	86.81	9.384	2.433	0.015	S
	Urban	564	88.56	9.077			
Metacognition	Rural	236	170.04	16.794	2.285	0.023	S
	Urban	564	172.96	15.702			

(At 5% level of significant the table value of 't' is 1.963, S - Significant, NS - Not Significant)

**Table 3. Difference between High School Teachers from Rural and Urban Schools in their Metacognition**

Dimensions	Medium of Instruction	N	Mean	S.D	Calculated 't' Value	'P' value	Remarks at 0.05 Level
Knowledge of Cognition	Tamil	493	84.49	8.379	1.772	0.077	NS
	English	307	83.36	8.947			
Regulation of Cognition	Tamil	493	88.17	9.236	0.512	0.609	NS
	English	307	87.83	9.147			
Metacognition	Tamil	493	172.66	15.891	1.247	0.213	NS
	English	307	171.19	16.356			

(At 5% level of significant the table value of 't' is 1.963, NS - Not Significant)

**Table 4. Difference between High School Teachers from Tamil and English Medium Schools in their Metacognition**



# RESEARCH PAPERS

Variables	df	Calculated 't' value	'P' Value	Remarks at 0.05 Level
Emotional Maturity and Metacognition	798	0.348	0.000	S

(At 5% level of significant the table value of 't' is 0.1946, S - Significant)

**Table 5. Relationship between Emotional Maturity and Metacognition of High School Teachers**

- Yoga, meditation classes, picnics, and co-curricular activities can be made compulsory for rural high school teachers to develop their inter and intra emotional expressions.
- The administrators can create metacognitive environment in rural schools. To create this, teaching resource centers may be established. This environment may give space for teachers to monitor and apply their knowledge deliberately, in modeling cognitive behaviour in assisting their students.
- The rural area high school teachers should be given ample opportunities to undergo emotional and metacognitive programmes by the administrators periodically.

## Conclusion

Metacognitive strategies are essential for the teachers of 21<sup>st</sup> century. This may enable teachers to successfully cope with and handle new situations. The teachers think, plan, and be aware of their classroom activities, where they need not unnecessarily lose their emotions rather can be emotionally balanced and stable. Even if the teachers find troublesome classroom environment if they are emotionally matured, they can manage the situations effectively. The emotionally mature teacher deals with various classroom crises flexibly.

## References

- [1]. Best, J. W., & Khan, J. V. (1999). *Research in Education* (pp.106-108) (8<sup>th</sup> Ed.). New Delhi: Prentice Hall of India Private Limited.
- [2]. Best, W. J., & Khan, J. V. (2006). *Research in Education* (10<sup>th</sup> Ed.). New Delhi: Prentice Hall of India Private Limited.
- [3]. Flavell, J. H. (1976). Metacognitive Aspects of Problem Solving. In Resnick, L. B. (Ed.), *The Nature of Intelligence* (pp. 231-235). Hillsdale, NJ: Earlbaum.
- [4]. Furr, M., & Bacharach, V. R. (2007). *Psychometrics: An Introduction* (p.368). SAGE Publications
- [5]. Goleman, D. (1999). *Working with Emotional Intelligence*. New York: Bantam Books
- [6]. Hartman, H. J. (Ed.). (2001). *Metacognition in Learning and Instruction: Theory, Research and Practice* (Vol. 19). Springer Science & Business Media.
- [7]. Kartal, M., Demir, Ö., & Kaya, H. I. (2017). An evaluation on the regression level of prospective teachers' metacognitive skills in terms of their community service activities perceptions. *Universal Journal of Educational Research*, 5(1), 1-10. Retrieved from <https://eric.ed.gov/?id=EJ1124661>
- [8]. Labouvie-Vief, G. (2015). *Integrating Emotions and Cognition throughout the Lifespan*. Springer.
- [9]. Lin, X., Schwartz, D. L., & Hatano, G. (2005). Toward teachers' adaptive meta cognition. *Educational psychologist*, 40(4), 245-255.
- [10]. Mary, J. C. (2015). *Emotional Maturity and Spiritual Intelligence of B.Ed. Trainees* (Unpublished M.Ed. Dissertation, St. Xavier's College of Education, Palayamkottai).
- [11]. Pandey, P., & Pandey, M. M. (2015). *Research Methodology: Tools and Techniques*. European Union: Bridge Centre, Romania.
- [12]. Ratna, S. (2016). A case study on emotional maturity level of B.Ed. student teacher of Kohima District. *International Journal of Advanced Research in Education and Technology (IJARET)*, 3(1), 7-11. Retrieved from <http://ijaret.com/wp-content/themes/felicity/issues/vol3issue1/sandip.pdf>
- [13]. Singh, Y. K. (2005). *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International Private Limited.
- [14]. Subitha, D. G. (2015). *Self-efficacy and Metacognition among Prospective Teachers* (Unpublished M.Phil. Dissertation, St. Xavier's College of Education, Palayamkottai).
- [15]. Titus, S. V., & Annaraja, P. (2011). Teaching competency of secondary teacher education students

## RESEARCH PAPERS

in relation to their metacognition. *International Journal on New Trends in Education and their Implications*, 2(3), 14-22.

*Organizations an Introduction* (2<sup>nd</sup> Ed.). New York: Routledge, Taylor and Francis Group. Retrieved from <http://www.mikelee.org/maturity.html>

[16]. Wart, M. V., & Suino, P. (2012). *Leadership in Public*

---

### ABOUT THE AUTHORS

A. Vences Cyril is currently working as an Assistant Professor in the Department of Mathematics at Peniel Rural College of Education, Dindigul, Tamil Nadu, India. He has obtained Bachelor Degree, Master Degree, and Master of Philosophy in Mathematics from St. Joseph's College, Trichy, Tamil Nadu, India. He has completed B.Ed., M.Ed., and M.Phil., Degrees in St. Xavier's College of Education, Tirunelveli, Tamil Nadu, India. He is also pursuing his Ph.D (Part Time) in Education at Tamil Nadu Teachers Education University, Chennai, Tamil Nadu, India. He also cleared NET and SET in Education. He has 10 years of teaching experience in colleges of Education. His areas of interest are Mathematics Education, Environmental Education, Educational Research, and Philosophy.



Dr. M. Antony Raj is the Research Director and an Assistant Professor in History in the St. Xavier's College of Education (Autonomous), Tirunelveli District, Tamil Nadu, India. He has obtained his Bachelor Degree in History from Bangalore University, Karnataka, India, Bachelor Degree in Education from St. Xavier's College of Education, Tirunelveli, Tamil Nadu, India, Master Degree in History from PMT College Melaneelithanallur, Tamil Nadu, India, Master Degree in Education from Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India, Master Degree in Psychology from Tamil Nadu Open University, Tamil Nadu, India, Master of Philosophy in History from Raju's College, Rajapalayam, Tamil Nadu, India, Master of Philosophy in Education from Vinayaga Mission University, Tamil Nadu, India and he has completed his Ph.D., in Education from Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India. He has cleared NET in Education. He has 14 years of teaching experience in St. Xavier's Higher Secondary School, Palayamkottai and twelve years of teaching experience in St. Xavier's College of Education. His areas of interest are History Education, Educational Research, Educational Policy Planning, and Management and Philosophical Perspective of Education.

