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INIGO EDU RESEARCH

Special Issue December 2018



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St. Ignatius College of Education

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From the Editors' Desk

"I am not a teacher; But an awakener" - Robert Frost .

Our College of Education, that had its birth in a noble heritage and background, strives to bring forth teachers with personal integrity, social commitment, emotional maturity and moral and ethical uprightness.

To extend this good-will to everyone in the society we have organized a two-day National Seminar on FULL WELLNESS (FW2018).

We are living in an era of tension, stress and frustration. We are leading a fragmented life which is also too dangerous to human life on earth. A human being is many layered. The "physical" body just being one of them. The others are:

- "pranic" body in which the air circulation happens,
- "mental" body where inner chatter takes place,
- "emotional" body that stores emotions,
- "causal" body in which we rest when we are in deep sleep,
- "joy" body where we experience joy once in awhile in our lives and
- "bliss" body that is untouched and uncorrupted by any of the other layers.

By increasing our self – awareness and overall wellbeing, we can reach our full potential, whatever that might be. We aim to provide opportunities for reflection, connection, practice, and mobilization across different dimensions of wellness.

The selected papers presented in the Seminar are brought forth here in the form of a special edition on "Full Wellness". This venture will help you to understand your "Self" and make you bloom to attain "Fullness".

Let your identity form your behaviour.

Let your being form your becoming.

Dr.A.Faritha Begam

Dr.Indra Mary Ezhilselvi

Organising Secretaries

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ABSTRACT

Nutrition is a prerequisite for healthy living. The wiser you choose the food for your health, the healthier you become and can prevent various illnesses. A key to healthy living is "balance diet" which is essential from the very early stages of life for proper growth, development, to remain active and to prevent mental and physical illnesses. How smart we choose and eat affects how well our bodies work. The major issues concerned of health issues are due to insufficient/ imbalanced intake of food. Thus balancing is the key to stay healthy wealthy and wise. This paper will guide you in choosing the right food for a healthy life.

Key Words : Nutrient, Dietary Guidelines

INTRODUCTION

Nutrition is a prerequisite for healthy living. The wiser you choose the food for your health, the healthier you become and can prevent various illnesses. A key to healthy living is "balance diet" which is essential from the very early stages of life for proper growth, development, to remain active and to prevent mental and physical illnesses. You may think "how do stay balance"? Well, let's think if our human bodies are machines, food is our fuel. How smart we choose and eat affects how well our bodies work. The food you take is a source of nutrients. "Nutrients are defined as the substances found in food that keeps your body functioning". Your body needs nutrients to fuel energy, help you growth and repair. For years, people held to the idea that there are so called "bad" nutrients and "good" nutrients when in fact all nutrients play a certain role in the body. Even those nutrients once considered "bad" say fats and carbohydrates perform vital functions in the body and if one consumes too many "good" nutrients such as vitamins or minerals there can be harmful results as well. The major issues concerned of health issues are due to insufficient/ imbalanced intake of food. Thus balancing is the key. Below is the food guide pyramid to stay healthy and balance. To make you more understandable "what are food groups?". Foods are conventionally grouped as:

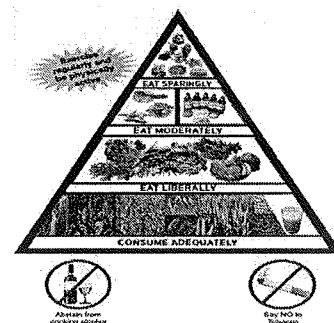
1. Cereals, millets and pulses = Consumed adequately

2. Vegetables and fruits = Eat liberally

3. Milk and milk products, egg, meat and fish = Eat moderately

4. Oils & fats and nuts and oilseeds = Eat sparingly

As mentioned above, maintenance of balance diet will make you stay healthy. When you eat food, make sure you select from all groups of the Food Guide Pyramid. Remember to keep varieties from each food group and Eat more foods from the bottom of the pyramid, and fewer and smaller portions of foods from the top of the pyramid.



(ICMR DIETARY GUIDELINES)

In connection to above food pyramid there are so called "superfoods" from different food groups. Superfoods are termed as food that has active compound or nutrient-rich food considered to be especially beneficial for health and well-being. It also helps to prevent diseases. Credible lists of the locally available and seasonal, superfoods to add on your plate in order to stay fitter and healthier.

1. **Funnel seeds** -The active compound is anethole. Helps in relieving menstrual

cycle and prevents PCOS and uterine cancer.

2. **Flax seeds** – are one of the richest plant sources of omega 3 fatty acids. It helps to control diabetes as it helps to maintain the sensitivity of the cell membrane. It also helps in treating PCOS as it decreases androgen levels.

3. **Beetroot** -Beetroot contains phytonutrient pigments called betalains. Two types of betalain compounds, betalin and vulgaxanthin, are high in anti-oxidants and also have anti-inflammatory effects. These compounds also help with detoxification of the body. These betalain compounds can suppress cyclooxygenase enzymes, which can contribute to tumor growth. Beetroot fibre has been shown a tremendous increase in the number of white blood cells which are responsible for detecting and eliminating abnormal cells.

4. **Garlic** - Active compound name is Allicin. Helps to fight breast, colon, esophageal, stomach cancer, reduces any inflammation. Garlic can be eaten in the form of crushed or chopped.

5. **Ginger** (Zingiber officinale) is one of the most widely used natural products consumed as a spice and medicine for treating nausea, dysentery, heartburn, flatulence, loss of appetite, infections, cough, and bronchitis. Experimental studies showed that ginger and its active components including 6-gingerol and 6-shogaol exert anticancer activities against GI (Gastro Intestinal cancer).

6. **Broccoli** -Phytochemicals in broccoli are good for the immune system. The active compounds include glucobrassicin, carotenoids, such as zeaxanthin and beta-carotene; kaempferol, and flavonoid. They are an excellent source of indole-3-carbinol. These constituents present in broccoli are known to be very popular as they possess several anti-cancer properties and benefits. These anti-carcinogenic compounds have a wide variety of uses and benefits for the treatment of various

diseases and disorders. Broccoli is widely used in the treatment of neural disorders too.

7. **Gooseberry** -Highly nutritious, the Amla fruit is rich in Vitamin C (ascorbic acid), is a source of invaluable minerals such as calcium, magnesium, potassium, iron as well as a source of some amino acids (alanine, arginine, aspartic acid). They boost our immune system, enhance nutrient absorption, eliminate free radicals, and helps in flushing out unwanted toxins from the system.

8. **Plain yoghurt** -The human gut contains several thousand strains of bacteria and every person has a different mix. Some are beneficial and some can become problematic. When the balance between "good" and "not so good" bacteria is disrupted, lot of things can go wrong from the immune system to digestion, to mental health. We meat eaters must include yoghurt (probiotic) foods in our diet to re-balance the microbiome of our gut. Being made from milk, yoghurt is typically a good source of high-quality protein and contains good source of calcium, riboflavin (B2) and vitamin B12.

9. **Purple cabbage** - Cabbage contains bioflavonoids and other plant chemicals that inhibit tumor growth and protect cells from free radicals. It helps to fight colon, breast, uterus and ovaries.

10. **Avocados** - Bioactive compound: phenolic compounds and polyphenol oxidase. It helps to maintain the blood pressure. They are good source of potassium, fiber and high in monounsaturated fats which will help to keep the blood pressure.

11. **Celery** -contains phytochemical called phthalides, triterpenoids and flavanoids. It relaxes the tissues of the artery walls to increase blood flow and reduce blood pressure. Celery has the ideal quantities of iron and magnesium to stop oncological diseases from progressing. The juice extracted can be used for edema (swelling), arthritis, gout, flatulence,

chronic pulmonary catarrh (inflammation of a mucous membrane) and lack of appetite. It is a strong diuretic and is used as a urinary antiseptic.

12. **Green Tea-** Bioactive compound: epigallocatechin-3-gallate, epigallocatechin, polyphenols. It helps to neutralize many harmful free radicals in our body. Polyphenols share various therapeutic effects against pathological conditions including cancer, inflammation, diabetes, and cardiovascular diseases.

Come rain or shine, keep adding superfoods judiciously as they are considered to be extremely healthy and even cure bodily issues. Remember, today's superfoods may be flaxseeds, tomorrow acai berry and the next day kale and garlic chives. Let's look beyond and focus on the rainbow colours of superfoods for better health.

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TEACHERS' WELLNESS FOR PRELUDE CLASSROOM

MEERA FARZANA S

Dr. E C PUNITHA

ABSTRACT

The purpose of this paper is promoting and providing support for students. Hi-tech infrastructures, luxuriant green campus with huge playground are not sufficient for students. Teachers' wellness is also important for students' wellness. A teacher wellness is to improve school health education provided by school classroom teachers through increasing their health knowledge, motivating and enhancing their skills to promote student behavior change, and improving their health role modeling. Difficulties such as low level of administrative support, dissatisfaction with salary, student indiscipline, control over classroom policies, have become a part of teaching job. Poor working conditions generally in terms of relation with colleagues constitute one of the major sources of job stress. In this paper discusses about the why stress management and emotional intelligence are needed to the teachers' wellness for prelude classroom.

Keywords: Teachers' wellness, Emotional Intelligence, Job Stress, Prelude classroom.

INTRODUCTION

If your plan is for a year, plant rice
If your plan is for 10 years, plant trees
If your plan is for 100 years, educate
children

(Confucius)

A teacher's wellness gets reflected on the students' wellness. According to the Health and Safety Executive, teaching is among the top five occupations affected by work-related stress, with 70% of teachers and lecturers saying their health has suffered because of their job (Labour Force Survey).

Healthy employees are a crucial component of a happy and progressive school. A healthy and stress free workplace makes for satisfied and high performing employees. Such school employees are more likely to be happy in their position of work and tend to stay longer. They display good attendance records and take fewer leaves, thus providing the stability and continued development which is very essential for educational success.

It is very beneficial for schools to carry out workplace wellness program that covers all school staff. By creating a culture of healthy lifestyle - from being more physically active to eating healthier

foods and carrying out hygienic practices, wellness programs improve employee morale and increases an individual's focusing ability, among many other benefits.

Regular physical activity improves brainpower. Incorporating physical activity into the classrooms not only engages students in their free time but also results in energized students who will learn better. Such students have positive attitude towards school and studies, better academic achievement and attendance.

Now a day, this is real. This is our reality. We need to care for teachers differently. We all know the basic requirements to maintain good physical health. We know we must eat well, exercise regularly, drink plenty of water, etc. These golden rules have been impressed upon most of us since we were old enough to comprehend them. So it is also very important how they are balanced their emotional intelligence and stress management. "The primary way children learn social-emotional skills is through being exposed to adult behavior," said Dr. Patricia Jennings. When teachers are stressed, the students in their class are stressed. Emotional imbalanced also affected the classroom environment. Let us

know what are the steps should be taken by the teacher on their wellness for prelude classroom. There is several factors affect teachers' wellness. This paper focused two basic factors stress management and emotional intelligence among teachers.

DEFINITION WELLNESS

Larson (1999) states that the World Health Organization (WHO) was the first to introduce a holistic definition of health as "a state of complete physical, mental, and social well-being and not merely the absence of disease and infirmity"

Generally we define the wellness is optimal health and vitality, encompassing physical, emotional, intellectual, spiritual, interpersonal, social and environmental well-being.

TEACHER WELLNESS

"Wellbeing is diverse and fluid respecting individual, family and community beliefs, values, experiences, culture, opportunities and contexts across time and change. It is something we all aim for, underpinned by positive notions, yet is unique to each of us and provides us with a sense of who we are which needs to be respected." (McCallum & Price, 2016).

It is defined as the quality or state of being healthy in body and mind, especially as an actively sought goal. As a teacher should have good physical, emotional, intellectual, spiritual, interpersonal and social, environmental, and cultural wellness's creates a good environment among the students at the classroom.

PRELUDE CLASSROOM

Basically it means an action or event serving as an introduction to something more important. Prelude is applying differentiated concept based learning and contemporary techniques to create smart, creative and active learners who can apply classroom concepts to real-time experience for better learning and assimilation of knowledge.

TEACHERS' WELLNESS FOR PRELUDE CLASSROOM

Schools are developing future ready children with futuristic education system; classroom is creating leaders for tomorrow. So selected topic is "Teachers' wellness for prelude classroom." The operational definition of Teachers' Wellness for Prelude Classroom (TWPC) is the teacher who has balanced their emotions and managed the stress will make smart, creative and active learners for classroom.

WHY TEACHERS' WELLNESS

"That management, known as *emotional regulation*, takes place deep inside the emotional center of your brain. When it's working, you can go smoothly from one event to another, managing the different emotions that arise," explains Jackson. "When you can't manage your emotions, each event or activity can bring difficulties and challenges. That's called *emotional dysregulation*. For kids, dysregulation makes life challenging, friendships difficult, and most significantly, it can make learning impossible." To curb that, we need to teach emotion regulation so kids can realize that they're in control of their feelings and subsequent actions. Here's how to make those skills a staple in your classroom.

Rebekah Haymes said: "Wellness is about promoting changes in behaviour and encouraging a healthy lifestyle. Companies could take more responsibility for educating employees about the benefits of better sleep, physical activity, good nutrition and a work life balance in order to keep employees healthy, happy and productive. Some companies are making great progress in this area and are already starting to see the business benefits of having a healthy workforce."

Healthy educators are a critical component of a thriving school. A healthy workplace leads to educators who are more satisfied with their jobs and are able to be higher performing. Healthy educators provide the continuity and stability so essential for

educational success. All educators can benefit from workplace wellness programs. Research shows that by creating a culture of health and increasing healthy behaviors – from being more physically active to eating healthier foods – wellness programs can increase educators’ ability to focus, reduce absenteeism, improve morale. Beyond the health benefits of more exercise and healthier foods, wellness programs can help combat stress. School districts that have successfully implemented workforce programs focusing on exercise, stress management and nutrition report seeing increases in morale, improved employee health behaviors and higher levels of general well-being among employees.

According to Santa Barbara Teachers Association, “By making the healthy choice the easy choice, wellness programs can create a culture of health and stand to deliver a wide range of benefits to educators, including:

- A safer, more supportive work environment,
- Improved health; increased well-being, self-image, and self-esteem,
- Improved coping skills with stress or other factors affecting health,
- Reduced out-of-pocket expenses (i.e., reduced premiums, deductibles and co-payments) for physician office visits, medications, procedures or hospitalizations related to acute or chronic illness, and Improved job satisfaction.

HOW TO HANDLE STRESS

According to the American Psychological Association (2015), 75% of people in the work force have experienced at least one symptom of stress. Chances are though, if you're a teacher, you experience stress on a daily basis. Stressors come from maintaining discipline in the classroom, a lack of support from parents and the administration, a lack of time, juggling classroom demands with family life, financial worries, and more.

According to a study published in 2015, majority of teachers perceive their

occupation-related stress as high or very high. It's difficult to understand or relate if you're not a teacher.

But if you can recollect the different levels of pure malarkey and insanity you inflicted on them in pre-school through to high school, you may concur with the study that teaching, while rewarding, is indeed a very stressful career.

In education support partnership latest Healthy survey, “75% of teachers, teaching assistants, head teachers and other education staff in schools, colleges and universities said they had suffered from stress in the last 2 years. In response we have put together these practical techniques to help you handle stress.”

If you're a teacher, who believes they have pulled out all the stops to fight stress but can't seem to shake it, we have a recipe that we reckon would work for you. Here some tips on stress management for teachers.

According to Marie Delaney, eveloping our strategies to manage the stress. When we are stressed and tired out, we are not thinking or teaching at our best. We need practical strategies for acknowledging and managing our own well-being. Some practical strategies are given below,

• **Focus on the day plan**

We like to be in control of our day, we spend a lot of time planning to ensure that our classes go smoothly. However, we cannot control everything as schools are full of people and unexpected events. We often get stressed about the things which are outside our control. Take a moment and make a list of those things which are causing your stress. Now divide these things into two lists, things which are within your control at the moment and things which are not in your control at the moment. Decide to focus on the things which are in your control and do something about them. Put the others aside. We tend to obsess about those things which are outside control.

- **Share thought with best friend**
Positive self talk is vital. Sharing bad day and feeling with the best friend. And yet we often say these things to ourselves. Decide to talk to best friend. Then only bad feelings can change.
- **Write down 6 highlights of the day**
Our minds tend to dwell on the negatives of the day - the classes we had problems with, the colleagues who do not agree with us. Decide to train yourself to see the positives. At the end of each day, write down 6 highlights of the day. A highlight can be quite a small thing. Get into the habit of noticing what is working and do more of that.
- **Learn to say no**
Teachers are often very bad at saying 'no' to jobs and tasks. It is of course very important to be co-operative and helpful, but if you are always overloaded, think about how this is contributing to your stress. If you are taking on too much, learn to say 'no' - politely of course!

We all remember an inspiring, positive teacher and we all remember those teachers who were stressed and not enjoying their teaching. Keep motivated if all want to keep pupils motivated!

EMOTIONAL INTELLIGENCE (EI):

EI is the ability to understand your own emotions and those of people around you. The concept of EI means you must have a self-awareness that enables you to recognize feelings and manage your emotions. It has become popular after the immense success of Daniel Goleman's book in 1995, EI, Why It Can Matter More Than IQ.

WHY EI IS IMPORTANT FOR TEACHERS?

According to Mohamed Abdul Madhar, "It influences what we do : A sad designer can't design beautiful portrait - It affects who we meet: An angry nurse can't show his/ her empathy to ailing patient - It determines how we look: Unpleasant facial gesture of teacher demotivates students - It expresses how we feel: Just seeing our face students can understand how we feel - It

decides our course of life: Happiness is a voyage (road) it is not destiny, job satisfaction of teachers depends on their attitude - It helps to express emotions appropriately instead of ignoring them: Escape from one problem is not a solution for that problem, instead react naturally and try to find the root cause of that problem. A person starts using drugs just to hide his disappointment, this would add more pain to his life, better he has to get conviction to overcome it."

The Four Branch Model of Emotional Intelligence

The four branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many of the areas of emotional intelligence (Mayer & Salovey, 1997). The following diagram depicts EI areas,

BRANCHES OF MODEL EI

- Perceiving emotions
- Facilitating thoughts
- Understanding emotions
- Managing emotions

1. **Perceive emotions:** The nonverbal reception and facial expressions such as happiness, sadness, anger, and fear, were universally recognizable in human beings. The capacity to accurately perceive emotions in the face or voice of others provides a crucial starting point for more advanced understanding of emotions.
2. **Using emotions to facilitate thoughts:** This was the capacity of the emotions to guide the cognitive system and promote thinking and help direct thinking toward matters that are truly important. A number of researchers have suggested that emotions are important for certain kinds of creativity to emerge.
3. **Understanding emotions:** Emotions convey its own pattern of possible messages, and actions associated with those messages. This coupled with the capacity to reason about those meanings.
4. **Managing emotions:** Finally, emotions often can be managed. To the extent that it is under self control, a person may want to remain open to emotional signals so long

as they are not too painful, and block out those that are overwhelming. In between, within the person's emotional comfort zone, it becomes possible to regulate and manage one's own and others' emotions so as to promote one's own and others' personal and social goals. An emotionally intelligent teacher can guide students in a better way.

The first two branches of four **branch model of emotional intelligence**, Perception, and Facilitation, are termed "**experiential EI**," because they relate most closely to feelings. They involve, first, the capacity to perceive emotions in others accurately, and, second, the ability to use emotions to enhance how we think. The third and fourth branches are termed "**strategic EI**" because they pertain to calculating and planning with information about emotions. The third branch, Understanding Emotions, involves knowing how emotions change, in and of themselves, as well as how they will change people and their behaviors over time. The fourth branch, Emotional Management, focuses on how to integrate logic and emotion for effective decision-making. These four skill areas are related to one another, but they are functionally distinct as well. So the teachers should have the capacity to accurately perceive emotions, the capacity of the emotions to guide the cognitive system and promote thinking and help direct thinking toward matters that are truly important, the capacity to reason about their emotions convey its own pattern of possible messages, and actions associated with those messages and the extent that it is under self control, a person may want to remain open to emotional signals so long as they are not too painful, and block out those that are overwhelming within the pupil's emotional comfort zone.

CONCLUSION

The hustle of working around children can be of great weight. Add stress to that, and it's easy to get overwhelmed. The EI Teacher Workshop provides teachers with

practical activities to do on their own and in their classrooms to further the development of each EI skill. Here we discuss one tool per EI skill; the full set of activities can be found elsewhere. Each activity emphasizes the development of a single EI skill, but practicing one skill will often lead to mastery in other areas of EI as well. The activities are simple exercises that have the potential to foster lifelong skills that are essential for professional and personal success. We encourage routine performance of these exercises or Improving EI personal variations of them, as well as their application to a variety of contexts inside and outside of work. Luckily, as most of the researches cited in the post seem to suggest, teachers are virtually the sole determinant of how hard on you stress is going to be. Educational institutions should be conducted EI Teacher Workshop. It is to provide teachers with resources to create a safe, satisfying, caring, and productive school environment.

According to Educational and Licensed School Psychologist Lori Jackson, where they develop technologies and teaching strategies to assist students in learning about and managing their emotions. Teacher helps students identify and manage their emotions as they're occurring.

While most adults manage their feelings throughout the day by taking a walk or deep breaths, many kids don't have those coping skills. Teachers should connect the idea that emotions drive behaviors like emotional regulation, ability to pay attention, and make the students mind is ready for learning.

Teacher only need to get a hang of the major causes of your stress, analyze it and tackle it like the teacher you are. Avoid what is not your problem, lead a healthy life, help children who need support and be punctual. It is also worthwhile to note that stress may not always be a result of occupational reasons. Sometimes it could be a symptom of something even worse.

Work to avoid stress, and not necessarily to treat it.

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MINDFULNESS PRACTICE FOR STUDENTS WITH DYSLEXIA: A COGNITIVE ENHANCEMENT TOOL FOR STUDENTS WITH DYSLEXIA TO PROMOTE WELLBEING.

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ABSTRACT

Over the past two decades, research into mindfulness has increased to a great extent. Though it is originally associated with Buddhist concept, now mindfulness is understood to be a characteristic quality of consciousness that can be measured empirically and scientifically. Learning to be mindful is a powerful skill that can help to face the everyday stress and improve both the psychological and physical health. It can be practiced anywhere, at any time without the need of any equipment. Neuropsychiatric disorders are a leading cause of health-related burden for young people which accounts for about 15–30% of the disability-adjusted life-years. It is often unclear what factors associated with school affect children's mental development and what preventive measures and interventions at school might be effective. Manifestations such as attention deficits, cognitive disturbances, poor reading skills, lack of motivation, and negative mood all adversely affect scholastic development of students with dyslexia. So, addressing mental wellness is gradually being recognized as an important development issue, especially in the case of dyslexia. Due to the barriers in the academic areas they face many challenges and emotional disturbances. These emotional conflicts caused by dyslexia leads to mental health problems.

Keywords: Dyslexia, mindfulness practice, attention, mindful, reading difficulty

Thus, the aim of the present article was to investigate the benefits of mindfulness practice on reading, attention, and psychological wellbeing among students with dyslexia by reviewing various studies. It also explores the correlations between the effects of mindfulness on reading and on attention functions, to learn about the mechanism that ties reading and attention.

Mindfulness and its nature

The term "mindfulness" comes from the Sanskrit word '*Smṛti*'. The literal translation of this term is "that which is remembered" (Williams, Leumann & Capper, 2004). From this, mindfulness can be understood as *remembering to pay attention to our present moment experience* (Black, 2011). It is most commonly defined as the state of being attentive to and aware of what is taking place in the present. According to Dr. Jon Kabat-Zinn (1990), "*Mindfulness means paying attention in a particular way; on*

purpose, in the present moment, and nonjudgmentally." Thera (1972) called mindfulness "the clear and single-minded awareness of what actually happens to us and in us at the successive moments of perception". Hanh (1976) similarly defined mindfulness as "keeping one's consciousness alive to the present reality".

Consciousness involves both awareness and attention. Awareness is the background 'radar' of consciousness, which continuously monitors the inner and outer environment. Attention is a process of focusing conscious awareness, providing heightened sensitivity to a limited range of experience (Westen, 1999). In real fact, awareness and attention are knotted, such that attention continually pulls 'figures' out of the 'ground' of awareness, holding them focally for varying lengths of time. Although attention and awareness are relatively constant features of normal functioning, mindfulness can be considered as an

enhanced form of attention and awareness of current experience or present reality. So the core characteristic of mindfulness is awareness and attention (Deikman, 1982).

Key features of mindfulness

According to Naik, Harris, & Forthun (2014), mindful awareness has three key features. They are stated as follows:

Purpose – Mindfulness involves intentionally and purposefully directing the attention rather than letting it wander.

Presence – Mindfulness involves being fully engaged with and attentive to *the present moment*. Thoughts about the past and future that arise are recognized simply as thoughts occurring in the present.

Acceptance – Mindfulness involves being nonjudgmental toward whatever arises in the moment. This means that sensations, thoughts, and emotions are not judged as good or bad, pleasant or unpleasant; they are simply noticed as happening, and observed until they eventually pass.

Benefits of mindfulness

Mindfulness is an easy to learn mind-body practice and it is benefitted to both psychological and physical health. While practicing mindfulness there is an increased awareness of thoughts, feelings, and sensations that occur psychologically. It also helps to become aware of the space between *noticing* experiences and *reacting* to them by slowing down and observing the processes of the mind (Black, 2010). The ultimate goal of mindfulness practice is to take advantage of this space so that one can make more intentional decisions (Walasch et al., 2007).

According to the American Psychological Association, some empirically supported psychological benefits of mindfulness include the following: i) increased awareness of the mind ii) significantly reduced stress, anxiety, and negative emotions iii) increased control over ruminative thinking iv) increased mental flexibility and focus v) more working memory vi) decreased distracting thoughts v) decreased

emotional reactivity vi) increased capacity for intentional, responsive behaviors and vii) increased empathy, compassion, and conscientiousness of other's emotions (Davis & Hayes, 2011).

Theorists from many schools of personality and psychotherapy have discussed the importance of observant, open awareness and attention in the optimization of self-regulation and well-being (Martin, 1997). Among the several theories of self-regulation the self-determination theory postulates that an open awareness may be especially valuable in facilitating the choice of behaviors that are consistent with one's needs, values, and interests (Deci & Ryan, 1980). Moreover it may facilitate well-being through self-regulated activity and fulfillment of the basic psychological needs for autonomy (self-endorsed or freely chosen activity), competence, and relatedness (Hodgins & Knee, 2002).

Recently in the field of positive psychology, mindfulness practice is becoming a useful tool for general physical and mental health. The enhancement of mindfulness through training facilitates a variety of well-being outcomes (Kabat-Zinn, 1990). There has been strong evidence demonstrating that mindfulness is significantly correlated with positive affect, life satisfaction, and overall well-being. A lot of research has shown that mindfulness influences mental health and personality (Baer, Smith & Allen, 2004). There are also several interesting findings which suggests that this 'enhanced self-awareness' diminishes stress and anxiety and, in turn, reduces the risk of developing cancer, disease, and psychopathology. Mindfulness is not only related to character strengths but also it cultivates positive characteristics and strengths such as compassion, wisdom, and well-being.

Many studies have also suggested a strong interrelationship between attention and working memory. Vugt & Jha (2011) undertook research that involved taking a

group of participants to an intensive mindfulness retreat for a month and a control group who received no mindfulness training. The results were positive and suggested that mindfulness training leads to attentional improvements, particularly in relation to quality of information and decisional processes, which are directly linked to working memory.

A self-report study conducted at the University of North Carolina measured the level of discrimination experienced by participants and also the presence and/or severity of their depressive symptoms. It was also found that the more mindful people were, the less depressed they were. The findings were important and suggested that mindfulness might be a protective factor that mitigates the effects of discrimination on the development of depressive symptoms. So, it appears that practicing mindfulness may be one way of preventing the onset of depression.

According to a study by Bishop and colleagues (2004), experiencing mindfulness begins with making a commitment to maintain curiosity about the mind wandering and looking at differences in other objects. Another research (Ivtzan, Gardner & Smailova, 2011) found that curiosity is one of the strengths that are correlated to living a satisfied, meaningful, and engaging life.

Mindfulness can help in making better use of one's strengths. Mindfulness is the path to access the true strengths of one to pursue a goal (Brown, Ryan & Creswell, 2007). Research by Carlson (2013) showed that there were many blind spots, such as information barrier and motivation barrier, which is modest and meager in self-evaluation. It also decreases the bias that one have in them since practicing mindfulness reduces the defensiveness of ego as they start to have more reality-based thoughts. This study also suggested that mindfulness trait can be increased by training.

Mindful awareness is a form of experience that changes not only structure, but also the function of brain throughout the lives. According to Richie Davidson, one of the world's most renowned contemplative neuroscientists, even 1.5 hours of mindfulness practice leads to structural changes in the brain. The study by Richard Davidson and Jon Kabat-Zinn (2003) showed that only 8-week of 1-hour daily mindfulness practice leads to significant increase in left-sided activation in the brain and this increase is maintained even after 4 months of the training program. This finding demonstrated that short-term mindfulness practice increases the happiness level significantly.

Resilience is basically an individual's ability to recover from setbacks and adapt well to change. The findings of Tang and his colleagues (2007) showed that mindfulness training groups who went through only 3-hour practice have higher activity in anterior cingulate cortex (ACC), located deep inside the forehead, compared to the control group. This revealed that with the help of mindfulness practice, the brain can be changed in such a way to react to setbacks and make decisions in life.

Amygdala is a key stress-responding region in brain and plays important role in anxious situations. It's known that high amygdala activity is associated with depression and anxiety disorders (Siegle et al., 2002). But mindfulness practice can shrink the size of amygdala and increase the stress reactivity threshold. Recent research shows a connection between long-term mindfulness practice and a decreased size of amygdala (Taren et al., 2013). By practicing mindfulness, a change in reaction to stressful situations can be changed and mental and physical well-being can be improved.

Dyslexia and its symptoms

Reading, an everyday school activity seems to be so interesting and stress free for most of the students while it

is an overwhelming and difficult task for some. The letters may seem to dance as they read thus, experiencing difficulties reading them. This condition known as dyslexia, a specific reading difficulty, is the most common learning disability affecting about 5 in every 100 children across the globe. Dyslexia is a learning disability of reading characterized by the following symptoms: i) difficulties with word recognition spelling and decoding ii) difficulties reading fluently iii) slow development of language skills v) auditory short term memory and vi) difficulties with directionality. This differs in persons depending on the severity. Certain persons may experience more of the writing difficulties others may experience more of reading or directionality difficulties. Some persons show signs of difficulty with early reading and writing and then later experience other language skills disabilities. The above symptoms do not signify that the children have below average intelligence.

Repercussions of Dyslexia

Pioneers in the field of dyslexia observed that many of these young students with dyslexia struggled with anxiety and depression. Moreover they have memory lapses and emotional dysregulation. The presence of the above symptoms often reduces an individual's sense of self-worth. This induces stress on the child and as a result, can make the child dread going to school. Dealing with the stress of school work makes them frustrated and reduces the sense of self-worth. The combination of low self-esteem, stress and anxiety may lead to depression or other problematic issues. These create negative feelings like feeling of shame, guilty and fear thus leading to poor mental health (Passe, 2006).

In spite of their normal intelligence these students could not have the desirable academic achievement. The poor academic achievement is also associated with high-risk behaviors such as smoking, substance and alcohol abuse,

dangerous driving, and early sexual activity and emotional instability. These behaviors increase the risk of physical, psychological, and social consequences in a person (Boetsch, Green, Pennington, 1996).

Dyslexia makes it difficult for children to express themselves and others would also find it difficult to understand those students (Viji& Raja, 2017). Many dyslexic boys become angry and frustrated and some display disruptive or aggressive behaviour. Girls with dyslexia may become quiet, isolated and withdrawn or easily distracted. They are frustrated and also find it difficult to relate with their peers which greatly limits their social life.

Role of Attention in Dyslexia

Attention has been regarded as a cognitive process that allows an organism to focus selectively on some features of stimuli while excluding others. It is one of the main cognitive processes important in the acquisition of reading. There is a growing recognition that attention plays a crucial role in fluent reading (Ruffino et al., 2010). Recently, studies have shed more light on the relationships between specific attention functions and reading in skilled and dyslexic readers, emphasizing correlations between selective, sustained (Menghini et al., 2010), and executive attention functions and successful reading.

"Efficient attention improves the perception of stimuli and increases the development neural connections between letter and speech sound" (Franceschini et al., 2013). The disruption in these attentional mechanisms plays a fundamental role in dyslexia. According to Nicolson and Fawcett (1990), dyslexics do not use attention efficiently. Instead, they allocate extra attentional capacity to tasks they are completing to hide their inability to complete automatic skills. Because they are using a lot of effort to focus on difficult tasks, their cognitive resources are quickly exhausted, causing them to easily become frustrated and tired and thereby increasing errors.

Mindfulness as a cognitive enhancement tool

A promising direction for the treatment of attention difficulties and also reading difficulty is the practice of mindfulness. Mindfulness training has been shown to be beneficial for clinical and non-clinical populations, causing a decrease in anxiety, depression, stress, avoidance and rumination, cognitive reactivity and sleep disturbances among others (Tarrasch, Berman & Friedmann, 2016).

As a fundamental aspect of mindfulness practice is attentional training, mindfulness has a strong conceptual relation with attention (Jha et al., 2007). Mindfulness practice has been shown to enhance attentional functioning, including sustained, selective, and executive attention (Hodgins & Adair, 2010). The effects of mindfulness have also been reported to influence brain function. It was also found to improve other cognitive abilities, such as working memory and increased reading comprehension scores after a 2-week mindfulness practice (Mrazek et al., 2013).

The positive effect of mindfulness on psychological measures can be helpful also in the context of people with dyslexia. During school years, reading deficiencies are often associated with embarrassment, frustration, lack of motivation and low self-esteem (McNulty, 2003). Furthermore, recent data indicate that individuals with poor reading suffer from higher rates of psychiatric disorders, including anxiety and affective disorders.

Educational Implications

When existing knowledge on the role of attention in reading is combined with the accumulating evidence of enhanced attention following mindfulness practice, it is evident that mindfulness can be used to improve reading among students with dyslexia. From the results of empirical studies on mindfulness practice it can be used as a cognitive enhancement tool, particularly for the central systems - attention and working memory (Morrison

& Jha, 2015). Moreover, the reported positive effects of mindfulness on other cognitive abilities as well as on their wellbeing further suggest that this practice can serve as a highly beneficial intervention for this population. Therefore, it would be important to practice this mindfulness to students with dyslexia, which can enhance the attention function in reading and thereby relieve the negative effects in students with dyslexia. Training students in efficient attentional skills could be critical in remediating dyslexia (Franceschini et al., 2013). The key to unleashing academic success in dyslexic students lies in understanding the mental wellness of them. While tackling dyslexia in the classroom, the teachers can give practice on mindfulness to enhance their attention in reading task and help them to overcome the emotional problems. The teacher's ability to offer clarity on the student's mental condition and offer a strategy to become successful could be life changing for so many students with dyslexia (Willckutt & Pennington, 2000).

To End

Considering the high prevalence of this reading difficulty in students, the role of emotion and cognition as the key factors for success, decrease of psychological difficulties and high-risk behaviours must be considered. To transform the life of students with dyslexia valuable and to renovate them to individuals with high potential, mindfulness practice should be given due importance. The notion is that mindfulness-based interventions can be used to significantly improve reading as well as the quality of life of students with dyslexia. The effectiveness of this technique, as well as its simplicity, offer these individuals a new hope for addressing their experienced difficulties, with suggested long-term effects. It also sheds important light on the complicated relation between attention and reading, suggesting that mindfulness assists readers in staying on the lexical track for reading. It appears that the mindfulness practice

improves attention and reduces impulsivity and these in turn, improve reading. Thus mindfulness practice earlier in schools may not only help students overall, but also help students with dyslexia in their academic progress.

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STATUS OF COGNITIVE STYLE IN INTELLECTUAL WELLNESS

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ABSTRACT

Cognitive style is defined as stable attitudes, preferences, or habitual strategies that determine individuals' modes of perceiving, remembering, thinking, and problem solving (Messick, 1986). An individual identified as having a systematic style is one who rates high on the systematic scale and low on the intuitive scale. Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Wellness is more than being free from illness, it is a dynamic process of change and growth. The intellectual dimension of wellness encourages creative, stimulating mental activities (Cohen, 2005). The ways to enhance the intellectual wellness are: begin to think in small steps in order to pave the way to bigger goal. Short thoughts may use for taking appropriate solutions occasionally; documenting and recording of thoughts help to put things in perspective and save them for future reference.

Keywords : Intellectual Wellness, Cognitive style

INTRODUCTION

"A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity". - *The World Health Organization*

"A conscious, self-directed and evolving process of achieving full potential."

- *The National Wellness Institute*

Cognitive style is defined as stable attitudes, preferences, or habitual strategies that determine individuals' modes of perceiving, remembering, thinking, and problem solving (Messick, 1986). Cognitive style referring to an individual's habitual way of perceiving, remembering, thinking and problem solving was originally proposed by Allport (1937).

Cognitive style has to be considered as a wholistic process of cognition that begins with the perception, and mediated by information processing and the resultant retrieval; it varies from person to person and it is affected by various personality factors, such as, previous information, heredity and environment, interest, thinking, attitude, value system, intelligence, creativity, social and economic status and so on. (Kumar (2011)

CLASSIFICATION OF COGNITIVE STYLE

Although the systematic and intuitive styles provided the foundation for the cognitive style model, these two styles had not previously been shown to reflect the entire spectrum of people's behavior with regard to thinking, learning, and especially problem solving and decision making (Martin, 1998)

Systematic Style:

An individual identified as having a systematic style is one who rates high on the systematic scale and low on the intuitive scale. An individual typically operates with a systematic style uses a well-defined, step-by-step approach when solving a problem; looks for an overall method or programmatic approach; and then makes an overall plan for solving the problem.

Intuitive Style:

An individual who rates low on the systematic scale and high on the intuitive scale is described as having an intuitive style. Someone whose style is intuitive uses an unpredictable ordering of analytical steps when solving a problem, relies on experience patterns characterized by un verbalized cues or hunches, and explores and abandons alternatives quickly.

Integrated Style:

A person with an integrated style rates high on both scales and is able to change styles quickly and easily. Such style changes seem to be unconscious and take place in a matter of seconds. A result of this "rapid-fire" ability is that it appears to generate energy and a proactive approach to problem solving. In fact, integrated people are often referred to as "problem seekers" because they consistently attempt to identify potential problems as well as opportunities in order to find better ways of doing things.

Undifferentiated Style:

An individual rating low on both the systematic and the intuitive scale is described as having undifferentiated cognitive behavior. Such a person appears not to distinguish or differentiate between the two styles extremes and, therefore, appears not to display a style. In fact, in a problem-solving or learning situation, he or she may exhibit receptivity to instructions or guidelines from outside sources. Undifferentiated individuals tend to be withdrawn, passive, and reflective and often look to others for problem-solving strategies.

Split Style:

An individual rating in the middle range on both the systematic and the intuitive scale is considered to have a split style involving fairly equal (average) degrees of systematic and intuitive specialization. At first glance the split style appears to differ from the integrated style only in the degree of specialization. However, people with a split style do not possess an integrated behavioral response; instead, they exhibit each separate dimension in completely different settings, using only one style at a time based on the nature of their tasks or their work groups. In other words, they consciously respond to problem-solving and learning situations by selecting appropriate style. Due to the fact that an assessment score identifying a split style generally indicates an equal degree of both dimensions, it might be

assumed that both dimensions would be equally exhibited.

However, actual observational findings have not produced this result. As a rule, in stressful situations, one dimension appears to dominate, generally as a result of habit. It has been significant that many individuals exhibiting this 23 particular cognitive style have indicated that they were in the process of a cognitive transition; they were moving into a new area of cognitive specialization and were "trying out new behaviors and skills."

The intuitive people learn through new experiences, opportunities and active experimentation through seeing, hearing, touching, and feeling. Accordingly they plunge in and take immediate action. They can perfectly fit in here and now activities. They also like to learn through interaction with the others. On contrary, they do not like passive learning, theory, precise instruction, repetitive activities, and lack of interaction with other learners.

Thus Cognitive style represents the pattern of individual variation in the mode of perceiving, remembering and thinking which is to be reflected with consistency in a wide range of learning and social situation. Cognitive style is a hypothetical construct that has been developed to explain the process of mediation between stimuli and response. The awareness of identifying the types of cognitive styles, importance, nature, need, and educational implications is essential in this century.

INTELLECTUAL WELLNESS

Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Wellness is more than being free from illness, it is a dynamic process of change and growth. The intellectual dimension of wellness encourages creative, stimulating mental activities. (Cohen, 2005) An intellectually well person uses the resources available to expand one's knowledge in improved skills along with expanding potential for sharing with others. An intellectually well person uses the intellectual and cultural

activities in the classroom and beyond the classroom combined with the human resources and learning resources available within the university community and the larger community (Miller,2008).

ROLE OF COGNITIVE STYLE IN ENHANCING THE INTELLECTUAL WELLNESS

Professional assessment for intellectual wellness includes questions related to older adults' understanding of the realities of the aging brain, comprehensive evaluation of mental and physical status, psychosocial, spiritual and environmental aspects.

Set the goal high: Begin to think in small steps in order to pave the way to bigger goal.

Give thought in its due time: Short thoughts may use for taking appropriate solutions occasionally. The quick way out from a problem can be a grave mistake. Hard, long thinking about problems can open avenues to helpful information.

Defy the myths: Complex problems sometimes call for radical thinking. Dare to defy the myths.

Channelize thoughts: Documenting and recording of thoughts help to put things in perspective and save them for future reference. Day to day ideas and thoughts (including impractical thoughts) deserve to be examined before discarding them.

Work within a time frame: Give a specific time frame to solve a specific problem to

end problem. Thus cognitive style played a major role in intellectual wellness. Intellectual wellness involves having an open mind when encounter new ideas and continuing to expand knowledge. It encourages active participation in scholastic, cultural and community activities.

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WELLNESS THROUGH RECREATION

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ABSTRACT

The present study is intended to focus on the important of recreation for the wellness of teachers and students in education. The education plays a vital role in the development of the country. The progress of the country depends on the wellbeing of the students. So the education should not create the stress in them rather the education should be the joyful one which will create the wellness in students. To achieve this wellness students are helped out through meaningful recreation. This will foster their cognitive skills and the learning will bring good results. Once the students learn the art of learning this will bring crucial changes in the progress of the nation.

Keywords: Wellness, Recreation, Progress, Late bloomers, Cognitive skills, Brain games, Neurobic Exercises, Brain Teasers.

INTRODUCTION

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves.^[1] Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy

A fundamental goal of education is to make an individual perfect and reasonable. It makes an individual civilized and refined. Cultured and modernized. It is the only mean for a civilized and socialized society. It is the key to solve various problems of life. As students of the modern era digital natives, they should be taught through techno-based instructional aids.

LATE BLOOMERS (LB)

A slow learner initially wants to learn, but has a problem with the process. A reluctant learner is not motivated and can also be passive aggressive, creating more problems for teachers and parents through non-cooperation. Reluctant learners seldom have slow learning problems. Actually slow learners are normal students but the problem is that

they are simply not interested in studying under traditionally accepted system of education.

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school. Slow learners are recurrently immature in their relations with others and do poorly in school. They cannot do multifaceted or complex problems and work very slowly. They lose track of time and cannot convey what they have learned from one task to another well. They do not easily master skills that are academic in nature, such as the times, tables or spelling rules. They don't focus on long-term goals. They have short attention span and poor concentration skills.

RECREATION

To make the mind fresh and active the recreation is needed. This will elevate the wellness of students and Teachers which in turn reflect in the Effective learning process. The stipulated time table and strict syllabus construction makes the students and Teachers feel bored and inactive. Students are by nature love to learn through play way methods. Because this create lot of fun and the learning will be successful. But the recreation should have the beneficial motive within. It should focus on wellbeing and foster learning by enhancing their intelligence.

Some brain games and video games will enrich the learning because they are constructed for purpose of learning. Those can be used in recreation for the students to refresh their mind with new energy.

REVIEW OF RELATED LITERATURE

Hence cognitive development is largely a matter of neural enrichment. The learning environments of home, school and the wider culture enable experience-dependent learning, and lay the basis for the cognitive and emotional functioning of the adult system (Goswami, 2015).

At the heart of the educational process lies the child'. This observation from the Plowden Report (CACE 1967) remains as true at the time of writing in 2015 as it was in 1967. Since 1967, however, there has been an explosion of research on how children of primary age develop, think and learn. Some of this research contradicts basic conclusions from the Lowden Report. For example, it is no longer widely believed that there are different developmental stages in learning to think (Piaget's theory, CACE 1967: 50). Similarly, it is not believed that a child cannot be taught until she/he is cognitively 'ready' (CACE 1967: 75). Rather, it is important to assess how far a child can go under the guidance of a teacher (the 'zone of proximal development', Vygotsky 1978).

COGNITIVE SKILLS

Cognitive skills are the core skills your brain uses to think, read, learn, remember, reason, and pay attention. Working together, they take incoming information and move it into the bank of knowledge you use every day at school, at work, and in life. Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood.

Cognitive skill development in children involves the progressive building

of learning skills, such as attention, memory and thinking. These crucial skills enable children to process sensory information and eventually learn to evaluate, analyze, remember, make comparisons and understand cause and effect.

Cognitive developmental delay is broadly defined as a significant lag in a child's cognitive development when compared to standardized milestones. It is important to understand cognition, which is the process of acquiring and understanding knowledge through our thoughts, experiences, and senses.

Cognitive and neurological health refers to the health of the brain and its overall function. Specifically, cognition is the combination of several critical brain functions, including memory, judgment, language, intuition and the ability to learn.

Cognitive abilities are brain-based skills we need to carry out any task from the simplest to the most complex. They have more to do with the mechanisms of how we learn, remember, problem-solve, and pay attention, rather than with any actual knowledge. Dec 18, 2006

Cognitive disorders (CDs), also known as neurocognitive disorders (NCDs), are a category of mental health disorders that primarily affect cognitive abilities including learning, memory, perception, and problem solving. ... Neurocognitive disorders are diagnosed as mild and major based on the severity of their symptoms.

BRAIN TRAIN ACTIVITIES

The brain is the most important part of the body. Keeping the brain active can help improve one's mental skills. Brain can become almost stagnant without proper stimulation. The brain train activities such as physical exercises, Video games, Puzzles, Riddles can enhance the cognitive skills of the Late Bloomers.

Brain train activity is a comprehensive new approach to teaching by using research that has been conducted on the brain and by using the study of neuroscience. Brain Train Activity is based upon what scientist currently knows about the function and structure of the brain at different developmental stages. Using the most current research and educational techniques that are brain friendly provide a biologically driven framework that will create effective instruction.

BRAIN TEASERS

Brain Teaser is a type of riddle that makes one think outside the Box. Some brain teasers are easy, some are a little harder, and some can really make you ponder for a while. Often when you finally hear the answer you feel ignorant or silly, because it should have been obvious to you. However brain teasers are fun. Therefore we keep testing ourselves and hoping we get better at solving them.

Riddles not only provide fun, but also help children learn to think and reason. Our selection of riddles includes some silly ones, some old favorites, and some that make kids really spend some time thinking.

Brain teasers are a sure way to have fun, it is a kind of puzzle that requires you to do some brain – storming to be able to solve it, it usually comes in the form of question and answers, unconventional questions that will demand that you think in an unconventional way to be able to get the answer right. It is a good way to exercise the brain. When it seems that your brain needs some awakening, try answering some brain teasing questions.

NEUROBIC EXERCISES

Neurobics is the science of brain exercise. Its primary goal is to help you keep your memory, along with the ability to learn new information. The term "neurobics" was coined by Lawrence Katz, Ph.D and Manning Rubin to describe these

brain exercises and it includes many practices that help the brain stay fit.

Regular exercise changes the brain to improve memory, thinking skills. There are plenty of good reasons to be physically active. Big ones include reducing the odds of developing heart disease, stroke, and diabetes. Maybe you want to lose weight, lower your blood pressure, prevent depression, or just look better.

Brain Games Improve Memory, But Only Under Some Circumstances. New research finds promising evidence for computer programs designed to sharpen thinking skills. ... Well, a new review of research found they can improve memory and mood in older adults who've begun to experience a decline in their mental abilities.

SUGGESTIONS AND RECOMMENDATIONS

The hectic Curriculum should focus the wellness of students through Recreation. So the text books should carry few Brain train Activities such as Brain teasers, Video games, Brain games, Neurobic exercises.

Teachers are also given time to engage themselves in creative recreation to develop their wellness.

CONCLUSION

Research predicts that wellness through Recreation is the best way of enhancing cognitive skills in students. It also fosters learning. The recreation which is included in the system of learning will make the students to create in them the thirst for learning. The exercises selected for recreation should increase the students IQ. It will increase their interest in acquiring knowledge and stimulate their brain to absorb new ideas and concepts.

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IMPACT OF INCLUSIVE RECREATION ON PROFESSIONAL REJUVENATION

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ABSTRACT

Recreation is an activity of leisure. It is an essential element of human biology and psychology. Recreational activities are often done for enjoyment, amusement and pleasure. There are tons of recreational activities that people can take part in and enjoy with friends and family members. While people get caught in the rut of hectic jobs and routine chores, everyone needs some time to rejuvenate their minds and bodies, and indulge in recreational activities. Leisure activities are chosen by an individual for the purpose of improving their life. These activities are of a constructive nature. They are not time-consuming but time-using. Based on research articles and reviews the researcher had selected some of the recreational activities suitable for professional rejuvenation.

Key words: Recreation, Inclusion, Rejuvenation

INTRODUCTION

Recreation is an activity that people engage in during their free time and they recognize as having socially redeeming values. Unlike leisure, recreation has a connotation of being morally acceptable not just to the individual but also to society as a whole. While recreation activities can take many forms, they must contribute to society in a way that society deems acceptable. Examples of recreational activities are sports, music, games, travel, reading, arts and crafts, and dance. Recreation pursuits can help them to balance their lives and refresh themselves from their work as well as other mandated activities such as housecleaning, child rearing, and so on. Recreation is a social instrument because of its contribution to society. That is, professionals have long used recreation programs and services to produce socially desirable outcomes, such as the wise use of free time, physical fitness, and positive youth development. The organized development of recreation programs to meet a variety of physical, psychological, and social needs of the people. This role has been the impetus for the development of many recreation providers from municipalities to nonprofits such as the YMCA, YWCA, Scouts and Clubs. There

are also some profit agencies, such as fitness centers and spas, designed to provide positive outcomes.

MENTAL AND HEALTH RECREATION

Mental health disorder poses a significant public health burden and is the major cause of hospitalization and disability. Physical activity can reduce the severity of many mental health disorders, enabling individuals to hope up with their daily lives. At least 30 to 60 minutes of regular, moderately intense physical activity through recreation programs and activities can result in significant health benefits. (Gera, M, 2015) The positive impacts of recreation on mental health are to reduce depression and relieve stress. It helps to improve their quality of life in a variety of ways, to help people to feel better about both their surroundings and themselves.

• REDUCE DEPRESSION

Depression is a mental illness that comes in several forms. The symptoms include feelings of loneliness, despair, hopelessness, and worthlessness, deep, unshakable sadness, diminished interest in activities, and thoughts of suicide. The forms of depression can vary in their symptoms, severity, and persistence. Symptoms can last for weeks, months, or

even years. Depression is a disease affecting people of all ages, income, and ethnic backgrounds. Recreation and leisure activities can help alleviate depression (Gorman, 2002). Participating in recreation activities increase their positive attitude. Recreation activities also reduce alienation, loneliness and isolation, all of which contribute to depression. Recreation provides a social atmosphere that draws people out of their houses and into community life.

- **RELIEVE STRESS**

Stress reduction through recreation also comes from group activities that strengthen social ties and the calming effects of desirable outdoor settings. The human body has built-in stress relievers that can be triggered through recreation activity. Prolonged continuous exercise increases the production and release of endorphins, resulting in a sense of euphoria, also called a "runner's high." The release of adrenaline through exercise causes the heart to beat faster and stronger and opens up the bronchioles in the lungs. If the adrenaline that builds up from everyday stress is not released, it can cause muscle tension and feelings of stress and anxiety.

- **IMPROVES QUALITY OF LIFE**

Recreation activity is a medium in which participants can change their self-image and gain personal satisfaction. Quality of life benefits from recreational activities include enhanced self-esteem through improved feelings of self-worth, reliance, confidence, personal growth, enhanced expression and reflection of personal spiritual ideals, and feelings of satisfaction from one's personal, neighborhood and community life.

- **LIFE SATISFACTION RECREATION**

Recreational activity is important to personal life satisfaction. People those who participate in recreation are notably happier. They completely satisfied with the choice of careers, friends, and they perceive success in their life (ARC, 2000).

Participation in outdoor recreation, particularly as a child, leads people to have more satisfying and fulfilling lives.

THE SOCIAL BENEFITS OF RECREATION

Recreation opportunities can have positive impacts on our society. Social benefits are promoting stewardship and reducing crime. Numerous studies support the link between participation in outdoor recreation and increased concern for the environment. Survey opinions and crime statistics also support the link between open spaces, recreation and reduced crime (Fontaine, K.R.2000). Social benefits are associated with open spaces, parks and recreation facilities.

- **STRENGTHENS COMMUNITIES**

Recreation opportunities are essential for strengthening and maintaining a healthy community. Positive impacts are evident throughout the community. Recreation brings neighbors together, encourages safer, cleaner neighborhoods and creates a livelier community atmosphere. Parks and recreational facilities also help improve a community's image, socioeconomic status and enhances the area's desirability. When people move they seek a desirable community. When they retire they also look for a community that will accommodate their special needs. Residents recognize the numerous benefits that well maintained open spaces and recreation facilities can have for a community.

- **ENCOURAGES VOLUNTEERISM**

Participation in recreation activities promotes volunteerism. Park and recreation agencies rely on volunteers to ensure the delivery of programs and services (Cowan, 2004). Without volunteers many recreation and park services could not be offered. Volunteers lead programs and serve as docents, coaches, park board members, and provide labor in virtually every community. The dedication and pride that people have for parks and recreation areas leads to increased interest and involvement in other

aspects of the community. Volunteers are irreplaceable for meeting the recreation demands of a growing public. Adults who use parks, recreation and cultural facilities and participate in recreation programs are more willing to volunteer than those who do not use these services (Busser & Norwalk, 2001).

• PROMOTES STEWARDSHIP

Open space, park and recreation areas are an ideal medium for encouraging and developing stronger stewardship of the land. People who enjoy outdoor recreation become more familiar with natural resources and the environment. This increased knowledge helps them understand how their personal actions can affect the environment.

REJUVENATION IN PROFESSIONAL DEVELOPMENT

Rejuvenation is a process of making someone feel better, young or more vital. It helps in expand professional knowledge by using continued learning and education to become more invested in career and embracing change. Regular rejuvenation and renewal helps you accomplish day-to-day tasks in a healthy way. A little break helps to renew the mind, body, soul and spirit.

- Meditation helps to clear your mind, with or without the use of a prayer or mantra.
- Reading, gardening, running, crafting, or simply sipping a warm cup of tea will help strengthen your spirit.
- Laughter will do wonders for personal renewal. Spend time to visit or get together with positive, happy people which help to encourage our spirit.
- Lack of sleep makes more difficult to complete daily tasks. Human body needs healthy fuel to function properly. Eat a variety of fresh foods and stay hydrated during the day.

BE OPEN TO CHANGE

The change in our lives helps to adapt new situations. Change is inevitable, and deal with it shapes our future path. It help to develop new skills, follow new

career paths, and foster new interests. New challenge in the profession present with an opportunity to step out of comfort zone and explore new horizons. Change may be something personal, such as developing new ways to communicate with peers and clients, or professional, such as learning how to care for a species you are unfamiliar with. There are many resources available to make learning experiences and transitions smooth and successful.

PLAN TO GROW

Performance evaluation can be intimidating. It helps to identify the areas where a person has to improve. "Individual development plan." is required for the professional development. All the actions regarding the work should be taken in an account, take feedback to heart, make an honest effort to realize where can improve, and then take action. Evaluations can also involve in empowering personal development.

CONTINUE TO LEARN

Setting goals and working toward achieving them can provide with the motivation need to feel useful, accomplished, and fresh in career. "Learn something new every day" this mantra will serve well throughout the life and helps to reach new heights. There are several other ways to participate in learning opportunities. Technology is an increasingly pervasive force in society. Webinars teleconferences, and self-paced programs are excellent ways to improve profession. In addition to online programs; mobile apps are becoming quite popular. They include formularies, dosage calculators, study aids, and more, and are designed to assist in improving efficiency and contributing to knowledge base.

CONCLUSION

From the concluding point of view, recreational activities are very important means of utilizing the spare time in fruitful activities which enliven mind and body and direct their superfluous energies into channels of constructive and national building work. Professional development

encompasses numerous facilitated learning opportunities. Participating in recreational activities helps to manage stress in working place. Mental wellness is critical to overall physical health. Activities such as walking, hiking, or skiing, schedule fewer office visits, maintain lower body fat percentages, and have lower blood pressure and cholesterol levels. Physical activity reduces anxiety and depressed mood, and enhances self-esteem. Thus inclusive recreation is important to each one of us to rejuvenate our profession. In modern life and has pointed out several ways in which it contributes to an individual, community and nation's welfare.

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ABSTRACT

Theory and research suggest that people can increase their happiness through simple intentional positive activities, such as expressing gratitude or practicing kindness. Investigators have recently begun to study the optimal conditions under which positive activities increase happiness and the mechanisms by which these effects work. According to our positive-activity model, features of positive activities (e.g., their dosage and variety), features of persons (e.g., their motivation and effort), and person-activity fit moderate the effect of positive activities on well-being. Furthermore, here discuss with meaning of happiness, enhance happiness strategy, causes of happiness, benefits of happiness, sources of all problems and secret formula for happiness.

Key words Happiness, mindfulness, problem solving

INTRODUCTION

Happiness not only feels good, it is good. Happier people have more stable marriages, stronger immune systems, higher incomes, and more creative ideas than their less happy peers (Lyubomirsky, King and Diener, 2005). We all sometimes need strategies for coping with the challenges of everyday life. Professor Sonja Lyubomirsky is one of the leading authorities in the field of Positive Psychology and she devised twelve strategies for a happy life which we show below because they are just too valuable not to share with us. Take a few moments to read through these strategies, and don't worry if we can't remember them all. Even if we just apply a few of these strategies in our life, we can be assured of more happiness, of flourishing with greater ease. **Happy people are physically healthier, they live longer, and they enjoy a higher quality of life.**

HAPPINESS

Happiness is a combination of how satisfied we are with our life (for example, finding meaning in our work) and how good we feel on a day-to-day basis. Both of these are relatively stable—that is, our life changes, and our mood fluctuates, but our general happiness is more genetically determined than anything else. The good news is, with consistent effort, this can be offset. Think of it like we think about weight: if we eat how we want to and are as active as we want to be, our body will

settle at a certain weight. But if we eat less than we would like or exercise more, our weight will adjust accordingly. If that new diet or exercise regimen becomes part of our everyday life, then we will stay at this new weight. If we go back to eating and exercising the way we used to, our weight will return to where it started. So it goes, too, with happiness.

ENHANCING HAPPINESS STRATEGIES

The science of happiness is young but there are many good strategies that have begun to show consistency in both research and popularity. Some positive psychology exercises disused below.

1. Count our blessings

Reflect at the end of the day and write down three things that went well and why they went well. This helps overcome gratitude adaptation/habituation and increases the salience of good acts.

2. Use our signature strengths in a new way

Identify our highest strengths. Choose one of our top strengths and use it in a new way each day for one week.

3. Write a gratitude letter

Write a letter of gratitude to someone we have not previously thanked. And meet the person and read the letter.

4. Practice mindfulness

Take a few minutes each day to bring our full and complete attention to something we are doing: for

example, walking, eating, listening and breathing. Then, read and follow the five mindfulness tips that no one tells about when building a meditation practice.

5. Set goals

Write down a goal we want to reach that is consistent with our life values. Write down our plan of action for reaching that goal: What are two specific steps we can do this week to make progress on our goal.

6. Imagine our best possible self

Imagine a future in which we are bringing our best possible self forward. Visualize a "best possible self" that is very pleasing to us and that we are interested in. Make note of the character strengths that we will need to deploy to make this best possible self a reality.

7. You at your best

Think of a specific time, recently or a while back, when we were at our best — really feeling and behaving at a high level. We felt like we were our authentic self, being who we are. Share the "story" of this experience with someone important in our life.

8. Practice loving-kindness

Loving-kindness meditation involves generating positive emotions of love in the present moment. Most common forms include the use of loving imagery and positive statements. Learn the specifics about using this approach of heartfulness.

9. Count our kind acts or pay kindness forward.

Count the acts of kindness we perform each day and track them so that we can report the total by the end of the week. Or, take notice when someone does something deliberately kind for us; pay the kindness forward by being kind to three people that day.

10. Savoring/Reminiscence exercise

One of my personal favorites. Reflect each day for 2-3 minutes on two pleasurable experiences and allow/make the pleasure last as long as possible.

CAUSES OF HAPPINESS

Ups and downs are part of life, and nothing is permanent except perhaps change itself. Similarly, happiness and sadness, neither of them are permanent. No matter how many challenges we face on a daily basis and struggle to survive difficult times, the hope that everything will get better sooner or later is always there.

Clearly, all of us, regardless of our age, gender, or race are somehow striving to attain happiness in our own ways. Some find happiness in love, some find it in materialistic things, some in the number of awards they have achieved and some simply in the number of faces they have been light with a smile. Everybody has their own definition of happiness. Even so, there are quite a few universal causes of happiness which we would like to highlight through this article. Happy reading!

Success

Success is not only about financial success; it is actually about being able to set goals and achieve them. If we have passed our exam with flying colors, or we have successfully lost 10 thousands in 1 month, or our boss has announced that we are getting a bonus, all these achievements are going to make us happy. Thus, if we want to experience the delight and happiness by achieving success, then we should set realistic goals more often and strive to attain them. Mostly, it is the journey towards the goal that keeps one content. Remember that success and happiness are interlinked. Success makes people happier and it is often the happy people who are more likely to become successful.

Family and Friends

According to Daniel Gilbert, a Harvard happiness expert, spending quality time with family and friends causes true happiness, and all other things that make us happy are in reality

a means of getting to spend more time with family and friends. Thus, having a warm conversation at the dinner table, playing a board game or Uno cards with family, or just visiting a park nearby for a walk with them, can really cheer us up. Furthermore, bringing smiles on the faces of our family members and friends also instill the feeling of joy in us, this is why, we love to arrange birthday parties for our best friends and strive harder to make our parents proud at many stages of our lives.

Food and Exercise

Food, a group of several essential chemical compounds that pleases our taste buds, satiates our craving, and eventually reacts with our brain cells to stimulate happy hormones, is one of the main causes of happiness. This is why various nutrition and diet experts allow their clients to go for a cheat diet at least once a week. Fatty foods such as fries, chocolate, ice cream, pizza, burger, and many more do have a positive psychological effect on us but only if they are taken in moderate quantity. Besides, we are encouraged to eat several fresh fruits and vegetables which consist of photochemical, antioxidants, and tryptophan that boost serotonin, endorphins, dopamine, and other hormones which fights depression and elevate our mood. These neurotransmitters are also released in greater amounts when we exercise. Also, working-out daily keeps us in a good shape which further enhances our confidence and self-esteem.

Religion and Spirituality

A research study in 2009 revealed that having a purpose of life which is granted by spirituality greatly enhances the feeling of happiness and contentment. Also, all religions in the world teach humanity, promotes forgiveness, meditation, charity, and helping others. These things in turn boost self-esteem and the feeling of empowerment, grant inner peace,

give a sense of belonging, and make one more grateful. Collectively, all these feelings contribute to a happier mood.

Yourself

There could be a variety of things which cause happiness but the foremost thing which will make us a happy-go-lucky dude is our self. Happiness actually comes from within and we are the sole person in charge of how we choose to feel. Not only accept our self but also love our self unconditionally; be more optimistic, and never ever underestimate our self. Do more of the things that make us happy within the confines of legal system. Also, thinking about all the blessings we have and seeing things with the perspective of glass half-full rather than half-empty is what will keep we alive and delightful from within. After all gratitude is the key to happiness.

BENEFITS OF HAPPINESS

Only in recent years have psychologists begun to appreciate the benefits of happiness and positive emotion — benefits that include everything from enhanced creativity to improved immune-system function. Dr. Barbara Fredrickson at the University of North Carolina, a leader in the field of positive psychology, posed the question, “What good are positive emotions?” and came up with the following possibilities.

Happiness Broadens our Focus and Expands our Thinking

Positive emotions — curiosity, love, joy, contentment, wonder, excitement — expand our focus of attention. When we are angry, our focus narrows to the source of our frustration and the object of our wrath. Our mind is like a heat-seeking missile, bent on destruction. Contrast this with what happens when we get excited about something — our mind opens up and there's a free flow of ideas and intellectual possibility. Curiosity abounds. This is precisely why passion is so essential to artistic endeavors. This is also why we

need a high positivity ratio in the workplace if we want a high rate of productivity and a healthy bottom line.

Psychologist Jon Kabat-Zinn at the University of Massachusetts Medical School teaches his patients the art of *mindfulness meditation* as a means of expanding their awareness of those things they fear most, for example, chronic pain and depression. He has patients relax their bodies while at the same time opening up their minds. The irony here is that the more clearly we think about our pain, the less it distresses us. When Kabat-Zinn and others studied the brain activity that accompanies this type of meditation, they found that it was the left frontal lobe of the brain that was literally turned on — the part that scientists refer to as the “happy brain.”

Happiness Improves our Ability to Problem-Solve

When we are frustrated and we are having trouble solving some problem that confronts us, what we need is a good laugh. Laughter unfreezes a “stuck” brain. Think of humor as a lubricant that allows the wheels our thought processes to once again move toward a solution. The mechanism that underlies effective problem-solving is creativity, which is our brain’s ability to come up with novel, unique answers to life’s many challenges.

Happiness Builds Physical, Intellectual and Social Resources

Positive emotions build the following resources:

- **Physical resources:** People are more playful when they’re happy — they’re interested in golf, tennis, marathon running, scuba-diving, and water-skiing. Happy people are more likely to exercise on a regular basis. Part of this comes from the higher self-esteem seen in happy people. In short, happiness translates into physical fitness — stronger muscles, improved heart-lung function, and increased flexibility.

- **Intellectual resources:** People learn better when they’re in a positive frame of mind.

The most effective schoolteachers are the ones who find ways to make education enjoyable — laughter makes kids pay attention and attention is the key to learning. The same is true when we go to a continuing education experience; we want a speaker who is not only knowledgeable about his subject matter, but who can be entertaining.

- **Social resources:** Human beings gravitate toward positive people and away from negative ones.

Happiness Counteracts Negative Emotions

Happiness is one antidote to rage. Optimism can be an antidote to fear and cynicism. Joy is the opposite of misery. Humor defuses a desire for vengeance. Positive and negative emotions can’t exist at the same moment in time. Embracing one negates the other.

Happiness Protects our Health

We probably already know that getting upset or angry can raise our blood pressure and, in the worst-case scenario, precipitate a heart attack or stroke. But did we know that positive emotions can lower our blood pressure and risk for cardiovascular disease? Well, they can. The pioneering work of Dr. Barbara Fredrickson illustrated that when stressed people watched a film that left them feeling amused and content that led to quicker recovery of heart function. She also noted that stressed subjects who smiled while watching a sad movie had a more rapid heart rate recovery. Her thesis is that positive emotions *undo* the effects of stress and, therefore, protect a person’s health.

SOURCES OF ALL PROBLEMS

We only have the solutions to all the problems. We clear this concept with a story.

One fine spring day,

A disciple looked at some branches blowing in the wind
 He asked his master
 Master, are the branches moving or is it the wind?
 Not even glancing to where his pupil was pointing...
 The master smiled and said...
 That which moves is neither the branches nor the wind,
 It's your heart and mind.
 Source of all your problems arise from your mind!
 Stable Heart = Stable Mind
 In yoga psychology, we call the heart as the switch board of the mind.
 Faster the heart beat, faster the mind travels and collects all problems in life.
 Let me suggest an ancient way to handle problems:-
 All you need to do is to slow down your heart beat.
 60 heart beats per minute should sync with 60 seconds per minute of time = A simple, not easy, way to get out of all your problems.
 Heart = Mind = Time = Maya
 Sounds philosophical??
 Breathe slowly and deeply and say to yourself
 "I have the answers to all my problems"

CONCLUSION

That's why the science of happiness has gained more attention in recent years —researchers have started to produce reports on happiness around the globe, and positive psychology, which focuses on what makes individuals and communities thrive, has skyrocketed in popularity. At this point, we actually know a fair amount about how certain behaviours, attitudes, and choices relate to happiness, though most research on the topic can only find correlations. Researchers think that roughly 40 percent of our happiness is under our own control; the rest is determined by genetics and external factors. That means there's a lot we can do to control our own happiness. We all need relationships in

order to be happy because other people matter. We need people to add joy and meaning to our lives and to make us feel like we belong and have value. Sometimes it can be very tough to find one's life partner, or to hook up with likeminded people in business. Relationships with family, friends and co-workers can sour and make one feel totally ignored, unloved and unappreciated. If we know how to engage in personal relationships in a positive way, our relationships can be enriching and beneficial. We feel more up-beat, more connected and we have a greater sense of personal acceptance. If we are experiencing difficulties with relationships or find ourself in the clutches of depression about our social isolation, join one of our workshops on how to build beneficial, positive and lasting relationships.

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SUGGESTOPEDIA: A TECHNIQUE OF INTELLECTUAL WELLNESS ON ENGLISH LANGUAGE LEARNING

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ABSTRACT

According to WHO Wellness is state of complete physical, mental and social wellbeing, and not merely the absence of disease or infirmity. The proper understanding of the value of education is way to bring desired effect and drastic change in the social life. The new challenges of this postmodern era with the advent of information technology can be coping up with respect to physical, emotional, psychological social, financial, intellectual development of an individual. Feeling well-being is fundamental for the social being. The awareness of well-being is acquired from education, but nowadays the ill approach towards education by forgetting quality and value of education is a problematic of the time. So it necessities a systematic change towards a model of holistic learning that is experiential and linked to real life situations, and make the students to realize the situations that enhances the students cooperate what they learned in their everyday life. This paper focuses on the awareness wellness through the integration of body, mind and soul and as it recommends the whole person development or totality of a person, suggestopedia, the super learning method, accelerate learning potential of the students would help to implement in full intellectual wellness in learning and imports learning attitude positively. In the field of language learning, Suggestopedia provide a platform to face the challenges of learning English as a second language and attaining full wellness in language learning and attitude

Keywords: wellness, body, mind and soul, suggestopedia

Introduction

Good health is not just related with psyche alone, it is tremendously interconnected with body, mind and soul, so as to full wellness is not only free from body aches, it is the joyful unity of a

Person's physical, mental, and spiritual as well. For achieving wellness, one should have to achieve a lot of interrelated components like health, wealth, intellect, behavior, etc. According to World Health Organization,

"Wellness is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity."

But, According to the National Wellness Institute,

"Wellness is a conscious self-directed and evolving process of achieving full potential."

A person's full wellness is totally consists of Emotional wellness, environmental wellness, financial wellness, intellectual wellness, occupational wellness, social and

spiritual wellness. It is absolutely crucial for maintaining full wellness, in order to obtain a higher quality life. All the activities and every emotions that a person feels, related with the person's well-being. Hence, our actions and emotions are depended on our well-being. So, wellness matters are important for achieving positive interaction in life. Subdue stress and reduce risk factors of illness.

The field of Education enriches with intellectual wellness. The financial, social and emotional well-being is the major factors related with the achievement in education and is directly intervened with body, mind and soul. A healthy body stimulates the sound thought, it recreates knowledge and it leads towards behavior and finally combined result of body and mind paved a way for spiritual well-being.

Balanced body mind and soul are the three important parts of life for achieving optimal brain health, the ultimate balance of the three regulate the systematic function and well-being of a person., any

imbalance happened in one would cause malfunction in other two, if a person suffer in any body ailment or injury or loss this can lead to depression which affects the body as well as the mind. For maintaining physical health, healthy nutrition plays vital role, for example physical exercise is the good practice to boost up ones mood, decrease anxiety as well as to accelerate creation of new brain cells.

Recent researches on cognitive skills suggest that specially designed physical movement are more effective for maintaining or improving cognitive skills e.g. memory, attention, executive function. Yet in turn, if a person leaves high stress without care or not finding way to relieve, it creates body malfunction and it will be the major cause of illness. The third area of human life is soul or spiritual life. Healthy spiritual life doesn't always have to be related with religion, though people may find great benefit through community activities. There are many scientifically proven spiritual practices common to the multiple religions to improve emotional and physical health. Apart from that spiritual practices can be done in isolation, but often enhanced it through community based i.e. Relationship based, including these, the practice of loving kindness, unconditioned love and practice of forgiveness is well known. Meditation is another scientifically proven way of balancing soul as well as spirits. It decreases stress, improve physical health and enlarge the size of brain's cerebrum, the hippocampus. Ancient traditional yoga among multimillennial old health care systems, use as its best that integrate mind, body and spirit.

When these three things are in balance, mind body and soul, brain will be healthier as well. Full wellness in education, how is it possible? How do teachers infect the students' enthusiasm? The first and the foremost thing are to keep the students away from the educational stress, anxiety, and performance, etc. for these, creating joyful

atmosphere in learning is necessary. The selection of or relevant strategies helps to realize such joyful situation.

I remember my English teacher Ms. Kalha in college quite vividly and her wonderful statement "Education is what which is left behind the text books, which have been forgotten" (Puri, 2014)

The real experiences that happened in the school have an everlasting effect in depth of the mindset that pupils develop towards their lifelong learning.

Wellness and suggestopedia method of Learning

Wellness in learning totally depends on pleasurable ways of acquiring the knowledge. As Rabindranath Tagore rightly said,

"Where the mind is without fear and the head is held high,

Where the knowledge is free"

The basic principle of Suggestopedia, the teaching method aptly adopted for language learning, which focuses on how to deal with relationships between mental potential and teaching efficacy. The aim of the method is to eradicate the psychological barriers and promote positive emotions in learners through stimulating the imaginations and to create optimum conditions for learning different techniques such as relaxation, visualizations, meditations, use of music and rhythm, use of poetry, artwork, song etc. The specialty of the method is learner centered. This method also comforts and sophisticates the students of learning difficulties and Suggestopedia, the method of learning represents,

1. Find the pleasure in learning

The teacher has to rethink how to charge with enthusiasm in students and make the students to understand learning is burden free, joyful and students friendly.

2. Encourage the students to create things

It enhances for peripheral learning. There are limitless choice for them to create things across the curriculum newspapers and magazine brochures, stories, picture

books, posters, PowerPoint presentations, interview, oral histories, models, diagrams, blue prints and floor plants, plays and role plays, mock trails, Photographs, paintings, songs, surveys, graphs, documentary videos etc.

3. The student works should be show off

The walls of the classroom speak to the people; it shows that what the students have gone through the school days. The result of their understandings reflects through the wall posters in the classrooms.

4. Comfortable seating and get outside

The seating arrangements should make the students to feel comforts. For e.g. using easy chairs airy and favourable light etc. fresh air trees and sunny day can do miracles for human spirit, learning in outside the classroom can rejuvenate the learner.. It is delightful for the students to sit under a tree and read or write or have a class meeting or sit in circle for group discussion as ecofriendly way.

5. Read good books and some valuable speech

Everyone likes to read good stories and books, allow them read beyond their texts for their enjoyments.

Principles of suggestopedia

Being one of the humanistic approaches, Suggestopedia is a specific learning method derived from, which Lozanov describes as a "...science...concerned with the systematic study of the non-rational and/or no conscious influences" that human beings are constantly responding to (Stevick, 1976). Concerning the effect of Suggestopedia, Lozanov declares that memorisation in learning through Suggestopedia would be accelerated by up to 25 times over that in conventional learning methods. In Lozanov's view, the reason for pupil's inefficiency is due to some psychological barriers of learning such as the fear of being unable to perform, the feeling of inadequacy, or stress should be removed, or it would be the reason for the student's failure, as a result of the fact that the students do not use the full mental power that they have

and the amount of capacity that they are using is not more than five to ten percent of their full capacity. In order to make better use of our mental reserves, the limitations are needed to be "desuggested" (Lasen, 1986).

According to Krashen, in second language acquisition, the only way to acquire is to provide comprehensible input. However, "language acquirers may have a mental block that prevents input from reaching the Language Acquisition Device. An important part of language teaching involves lowering or weakening this block, termed the" (Krashen, 1989s). In this sense, Suggestopedia is just such a teaching method that intends to lower Affective Filter to help learners obtain comprehensible input. Psychologically speaking, Suggestopedia relates a range of theories that intend to describe how attentiveness is manipulated to optimise learning and recall. Within different mental states from sleeping state to anxious state of mind, Lozanov believes that most learning takes place in a relaxed but focused state. This state might be called aware-alert state, and it is claimed that this will lead to "super learning" (Brown 1994). Lozanov acknowledges ties in tradition to yoga and Soviet psychology. From raja-yoga, Lozanov has borrowed and modified techniques for altering stages of consciousness and concentration, and the use of rhythmic breathing. From Soviet psychology, he has taken the notion that all students can be taught a given subject matter at the same level of skill (Richards & Rogers, 1998).

How does suggestopedia classroom differ more from the traditional classroom?

As a particular teaching method, Suggestopedia provides some valuable insights in teaching practice, which are also the advantages of it:

- Suggestopedia classes take place in an informal setting with the students sitting in easy chairs around their teacher.

- On the walls of the classroom are travel posters, and list of vocabulary items or grammatical structures.
- It intended to promote positive feeling towards the students and to encourage peripheral or (unconscious) learning.
- For the new students one of the first activities will be assume a new identity for the duration of the course. The intension here is for students to forget their own persona (and the negative emotions which may accompany it) and become someone else. This may make them feel less in habited.

Students are then introduced to a lengthy dialogue which is presented in both written and spoken form. Students typically follow the dialogue in the target language with the translation, while learning to their teacher. She/ he modules his /her voice according to the rhythm and pitch of the back ground music. This first reading flowed by the second concert, where it listens again to the eyes closed and the classical music played again in the background. Students are encouraged to become positive and relaxed. Later in the evening and early next day, learner will re-read the dialogue to themselves in preparation for the follow-up activities. These take the form of dramatic reading, role play and reputation work. Students are encouraged to use the new language creatively by games and songs.

CONCLUSION

Wellness requires primarily positive prospective and values of which to live. It also requires a strong sense of purpose and conscious, deliberate action. Suggestopedia is a pedagogical learning system that combines knowledge of medicine, psychology and pedagogy. Suggestopedia is a system for efficient learning that stimulates simultaneously intellectual activity emotions and physical activity emotions and physical conditions of the person in a positive and spontaneous way, without stress, strain or fatigue, through mental relaxation and by using art. The law of harmony in the universe, which

every suggestopedia process must be subjected to harmony, is a major in teaching and learning this is great tutorial for short period of time. The relationship between parts and the whole are in the golden proportion, in the suggestopedia communication process. Learning ability is improved when process of learning cleverly finds the right balance between rhythms, intonations and emotional stimuli etc. Classical art and aesthetics are used in suggestopedia as particularly effective mediators of non-manipulative communicative suggestion; the reason lies in their ability to limit countless non-specific stimuli that nature the abundance of peripheral perceptions, imperceptible to consciousness. Thus suggestopedia paved the way for joyful learning atmosphere by integrating body mind and soul through which we attain the betterment or intellectual wellbeing in our life. The wellness slogan "one day can change your whole life" reminds the hope towards the desired effects of full wellness.

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LANGUAGE ANXIETY WHILE LEARNING ENGLISH AS SECOND LANGUAGE

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ABSTRACT

English is the most widespread and essential language today. It is a medium of communication and is important for education, understanding and speaking English fluently. The need for effective oral communication is essential in the modern world. Communication in English is becoming an increasingly necessary skill since; the society is undergoing immense changes. Learning English as a second language is a unique experience for every learner. Psychological factors play an important role in a learner's success in acquiring and using a second language. Anxiety has a considerable negative effect on English as second language learning. Man is an eternally wanting animal. Motivation plays an important role in human life because goals are the stepping stones toward the dreams so in order to achieve them, human need motivation to keep people whisk towards the goal by decreasing the anxiety. This paper tries to put forward the importance of motivation in reducing anxiety, language anxiety, communication anxiety, Social anxiety and motivation while learning English as second language (ESL).

Keywords : anxiety, language anxiety, communication anxiety, social anxiety, motivation and English as second language (ESL)

Introduction

According to Shamim (2011), English as a second language has made its possession lucrative for all sections of society through social and economical formulation. Waseem & Jeebin (2013) reveals that English language and its position as a guarantor of economic benefits has made its possession a must for all students. Native language acquisition is an ongoing process. Native language is acquired from family, friends and society. Anxiety provoking second language activities for the learners are listening and speaking. Second language anxiety has a debilitating effect on the oral and written performance of speakers of ESL, where students have feeling of restlessness, fear, turmoil, nervousness and lack of self confidence experienced in learning or using a second language. Anxiety is found to have an adverse effect on students' confidence, self-esteem, dignity, excellence and level of interest (Lucas, Miraflores and Go 2011).

Some students are more booming at acquiring ESL than others even though the circumstances of their learning are almost identical. Emotions play an important role in daily life of the learners and are must for interactions between students and others. Sometimes, students feel energetic, motivated, determined, confident, and inspired. But at times, experience the feelings of indifference, dissatisfaction, and embarrassment. In language learning emotions play a crucial role. Adaptation to the target environment and ultimately their educational goals is devastating effect and influenced students by language anxiety. Second language anxiety is the emotional response a person has towards using a foreign language where student feel tense or painful for the moment, in certain situations. There can be various physical causes of anxiety, such as hormone levels, but the underlying causes of excessive anxiety while learning are fear and a lack of confidence.

Anxiety

Karalova (2016), states that anxiety is a mental and physical state characterized by specific emotional, physical, cognitive and behavioral symptoms. Anxiety is a negative side of human thoughts. When students become anxious, troubled and scared they start to shiver, perspire, and heart starts palpitating. Spielberger, (1972) elucidate that anxiety "an unpleasant emotional state of condition which is characterized by subjective feelings or tension, apprehension and worry and by activation or arousal of the autonomic nervous system that accompanies these feelings" which restrictions creativity and information processing. The intensity of anxiety depends on the individual's evaluation of the situation which they believe to be frightening and their approach in dealing the situation. Handling a threatening situation is the important aspect of anxiety. Perkun (1992) reveals that depending on the level of anxiety, it has both positive and negative effect. A minimum level of anxiety induce motivation while excess anxiety affects learning in an indirect manner and crafts lack of concentration which results in poor performance. Due to anxiety, people stay away from certain errands and postpone their work. Stumpy enthusiasm, stumpy self esteem, and devastating anxiety can join to raise the emotional sift and form a intellectual barricade that prevents comprehensible input from being used for acquisition of English language.

Language Learning Anxiety

Language Learning Anxiety is caused due to poor language command in ESL. MacIntyre (1998) states language learning anxiety as "the worry and negative emotional reaction aroused when learning or using a second language". Second language anxiety is a situation specific anxiety which occurs during second language acquisition (MacIntyre & Gardner, 1991),

Language anxiety is a divergent complicated activity of self-perceptions,

way of life, mind-set and behaviours related to classroom language learning arising from the uniqueness of language learning. MacIntyre (1999) explains anxiety as a pessimistic emotional response and the feeling of be troubled while learning a second language, Gardner (1993) elucidate that learners experiences language anxiety when they have necessity to use the second language with which they are not fully capable. Language anxiety is characterized by thoughts of edginess and physiological responses like augmented heart beats.

Communication anxiety

Horwitz et al. (1986) states that bubbly students become silent and fear to speak in public in ESL classroom because they are not capable to express themselves in a preferred way or to understand others which leads to irritation. Horwitz et al. (1986) stated that ESL learning emphasizes the importance of interpersonal interactions and language anxiety is mostly grounded in the skills of speaking and listening in communication with other individuals. Communication anxiety plays an important role in language learning where individual experience communication anxiety and finds it difficult to speak in a group or in public, or even to listen to a spoken message. Mohamad and Wahid (2010), states that when language structures in a language are not completely mastered by the students they experience communication anxiety because they fear that their friends, teachers and others will negatively perceive their language ability. The ESL learner become silent and timid, sometimes they are perceived as less truthful, less skilled, less socially and physically smart, tenser, less serene and less dominant than their less reserved counterparts.

Karalova (2016), elucidate that ESL learners have fear of being ridiculed and not accepted as an authority by their peer group. They feel threat to their self-concept, self-identity, and self-esteem,

which they have formed in their native language as reasonable and intelligent individuals.

Social anxiety

Social anxiety and fear of negative appraisal of their language proficiency lower down the individual's self-esteem. People with high self-esteem are considered more socially adequate and thriving because they experience less social anxiety. People with social anxiety are concerned about others' opinion of their looks and behaviour, and tend to be more self-focused, therefore reducing their participation in social situations. Fear of negative appraisal also occurs in ESL classroom. Horwitz et. al. (1986), elucidate that students are afraid of making mistakes, especially in pronunciation and oral communication, because they fear the negative appraisal from their peers or teachers. If the students are anxious, they will try to avoid any form of communication, or reduce it to a minimum, in order to avoid negative valuations about their ability. The student considers communicative or language-learning situation as the cause of stress and tension. This often results in poor performance, because the student focuses more on the perceived danger than on the language production. In ESL classroom Learners become discomforted by the physical reactions caused by language anxiety similar to increased sweating, blushing of the cheeks, augmented heart beats, and the student also becomes aware of these signals of anxiety. Piechurska-Kuciel, (2008), states that interaction has an important role in the growth of negative emotions towards ESL learning. It also involves error correction and the role of mistakes in language learning process.

Cizér and Dörnyei (2005) explained that language anxiety also plays an important role in learners' self-confidence they have doubts about their ability to learn a foreign language. The students who have a high level of social anxiety are worried that by making

mistakes they make a negative social impression on others and, consequently, this can culminate in producing more anxiety and that anxiety seems to have a significant psychological role in taking the decision about whether to continue the study of a foreign language.

Motivation

Motivation is the reason for people's actions, desires, and needs. Motivation means that all emotions serve to motivate man to execute some kind of action. All emotions give energy so that people can proceed and the willingness to proceed is motivation. Motivation often leads to enhanced performance. Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is an internal process that makes a person move toward a goal. Motivation can be called the desire, need or urge to learn, do, achieve or acquire something. Learners with elevated enthusiasm, self-reliance, superior personality, and low level of nervousness are better equipped for achievement in second language acquisition.

ESL classroom

The classroom procedures are processes and atmosphere in the classrooms which may induce anxiety. In most cases the students experience anxiety when they are obliged to speak in front of other students because they are worried about what they will have to say or about the social impression they will make. Woodrow (2006), reveals that fear of speaking in public is related with communication anxiety where the learner's heart and breathing rates is increased, increased adrenaline, over-rapid reactions, and a tension in the shoulder and neck area which make them nervous and anxious. Due to anxiety learners lack trust in their own natural ability to succeed because they spend more time over preparing instead of developing confidence which causes anxiety and fear of possible negative outcomes. They anxiously start stuttering and get difficulty

in finding appropriate words which causes dislike in being the centre of attention and also low self-confidence. The teacher can make them hear speeches of English orators. Make them confident enough and feel that everyone makes mistake while speaking a foreign language. Practice new English vocabulary; try to use the vocabulary in conversation with the peer group or teacher. Teacher can maintain positive attitude and smile while teaching ESL learners. Learning a language is a skill which can be learnt by interest and regular practice and it can be achieved by the motivation, enthusiasm and qualified ESL teacher.

CONCLUSION

When considering language acquisition, anxiety which causes stress and self-consciousness can become major barrier for ESL students. According to Tobias (1986), anxiety may work as a psychological obstruct to cognitive performance in Input, Processing, and Output. Anxiety provocation is associated with self-deprecating thoughts, panic of failure, vex act, actions and may compete for cognitive resources that usual cognitive processing require. Students need a formal language learning environment, in which learners can fabricate their thoughts, feelings of inadequacy and fear of failure. ESL learners with superior enthusiasm, self self-sufficient, a fine personality, and a low level of nervousness are better equipped for success in second language acquisition. Low motivation, low self-worth, and incapacitating anxiety join together to raise the emotional filter and form a psychological obstruct that prevents logical contribution from being used for acquisition. The ESL teachers can provide a stress free atmosphere which will reduce the language anxiety. The ESL learners should be motivated and made aware of the importance and usefulness of learning English. Teacher can create interest in learner to learn English with full interest and come out of language anxiety.

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CREATING HOLISTIC ENVIRONMENT FOR UPPER PRIMARY STUDENTS IN TEACHING ENGLISH READING SKILLS

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ABSTRACT

Recent Educational reports say that most of the students of TamilNadu are not able to read in English. This paper focuses on creating holistic environment for upper primary students so that they could achieve English reading skills. Holistic environment means creating physical, mental and emotional environment in the classroom. The environment needs to be conducive to learning, allowing the students space and time to interact within the learning and teaching process.

Keywords: Physical, Mental, Emotional, Environment

INTRODUCTION

English is a common lingua franca across the globe. It is a common language for all type of human interaction around the world. It has its own unique importance in our multi lingual country and it serves as a link language. When we teach a language especially English there are four skills that needed to be taken care of equally that is LSRW - Listening Skills, Speaking Skills, Reading Skills and Writing Skills. .Listening and Reading act as the receptive skills and Reading and Writing act as the Productive skills. We cannot expect productive skills without concentrating in receptive skills. Reading is a very important language skill where students learn vocabulary, spelling, grammar, and writing and through reading skills it is sure that students will achieve all their English skills. A student who knows how to read can educate himself in any area of life he is interested in. We live in an age where we overflow with information, but reading is the main way to take advantage of it. ASER (Annual Status of Educational Report) states that at the Class V Level, only 45.2 per cent of children are able to read a Class II text. To learn a second language like English, a physical, intellectual and emotional involvement is needed to successfully send and interpret linguistic messages. A positive attitude will help learners to

achieve their goals. When a student is not able to read in English properly automatically his self-confidence goes down and he gets aversion towards learning English..English language teachers in India face many challenges. It becomes more challenging and demanding in India where teacher is the model, to whom a student looks for all learning needs. By providing conducive climate like physical, mental and emotional environment a teacher could make vibrant minds in teaching reading skills.

PROVIDING PHYSICAL ENVIRONMENT

Classroom's environment doesn't just happen - it's created! According to educational philosophy of RabindranathTagore a young boy was interested to a great scientist for instruction and training. The scientist left the boy in the vast laboratory and taught him nothing. When asked why he had taught him nothing he replied, "if the boy had not caught anything from the environs of such a laboratory, it would be no good teaching him either. Real education is got from stimulating atmosphere (Anjali Singh).Enhancing the physical environment of a classroom is sure to affect students learning experience. Students' involvement in the process of creating their environment can empower them, develop community and increase motivation."Creating a caring, child-centered environment takes lots of thought

and planning," says fifth-grade teacher Frank Garcia. "Basic bulletin boards are not enough. I believe in a very colourful classroom with posters, functional bulletin boards, and other 'interesting' items to enhance the environment, such as a TV, and a stereo system with a CD player." In TamilNadu all the government middle schools are introduced with 'Puthagapoongothu' where students are left free to read books of their interest. But it is up to the teacher who makes it a boon or a bane. Teacher is a model for the students in reading books. The teacher could visit other schools, and colleagues' classrooms to identify different ways of organizing learning space. A classroom might feature a quiet reading corner and different kind of colourful posters which motivates students to read. Review of the books could be displayed by the teacher as well as the students. Fry sight words could be displayed so that the students would come across the sight words. The sky's the limit when it comes to designing classroom space (Linda Shalaway*). Multimedia space could be provided in the classroom and activities like words along with the pictures could be shown to the students through power point. This will help the students to understand the meaning of the words that is used in our day to day life. After the lesson the students would match the words with its pictures as an activity. Read along with the audio, video reading along with scrolling text and questions could be displayed for making the students to read supplementary reader.

Providing Mental Environment

Creating suitable Physical environment leads to develop mental environment for the students..Through collaborative learning students learn to read effectively. .Providing children more direct access to multimedia equipment and Information Communication Technology (ICT), and allowing them to mix and make their own productions and to present their own experiences, could provide them with

new opportunities to explore their own creative imagination (NCF 2005). Providing more number of activities using multimedia stimulate the students' cognitive side. The students could be allowed to watch short stories through the LCD projector. Then the worksheets with simple questions could be provided for the students individually based on the stories they watch. A list of minimal pairs could be provided to the students through power point presentation. Minimal pairs are pairs of words which differ in a single sound. They serve as a drill for practicing sounds. A recorded tape could be played for the students. First the students would listen and then they could read with the recorded voice. Finally the teacher could utter a word and the students would circle the exact words. This activity will provide knowledge for the students to learn the differentiation between the words and their sounds. Bringing all the dramatic talents while reading poem for the students. Talking about stories they read helps children develop their vocabularies, link stories to everyday life, and use what they know about the world to make sense out of stories. Label the things in the child's pictures. For example if a child draws a picture of a house it could be labeled as "This is a house." Encourage students to create a scrapbook and asking students to cut out pictures of people and places and label them from magazines and newspapers. .By exposing the students to words and letters often, your they will begin to recognize the shapes of letters. The world of words will become friendly to them.

Providing Emotional Environment

For students to read, they must feel safe, engaged, connected, and supported in their classrooms. A positive classroom climate is sure to narrow the achievement gaps. Tamil is a phonetic language and there is one to one correspondence between the letter and the sound but it is not so in learning English language as it is unphonetic in nature. So students find

it difficult to read and automatically they develop aversion towards the language. The primary duty of the teacher is to remove the fear from the students. Before students can achieve reading skills, they must feel safe, both physically and mentally. Students must feel connected to English teacher and other students. A teacher can nurture these connections by focusing on students' emotional need. This helps students understand and manage their emotions and interactions with others and build the skills necessary to communicate and resolve conflicts. English Teachers play an essential part of fostering the type of learning environment in the classroom that supports students' reading skills. Achieving reading skills are possible if teacher and students work together toward this common goal. If a student is happy in an English class then it might be possible that the classroom provides a stimulating environment to him/her. Class meetings provide a safe environment in which students can discuss with the teacher and each other on achieving reading skills that are important to them. The students could be appreciated for their better performance and talking freely and understanding the reasons for poor performance.. This helps create a positive classroom climate built on trust and respect. Talking to the students by using their name every time in the classroom make them know that you notice and care that they are there. The teacher has to notice and reinforce their positive behaviours in reading with encouraging words. Noticing the changes in students' physical and emotional behaviours and if any changes occur then a teacher could understand that the student is in need of additional emotional support. The teacher has to provide or find support for that student as needed. Setting a goal for every month and tracking the students' progress. Trying to ignore the mistakes made by the students and the teacher could be an enthusiastic audience for the students. Applause is always nice.

CONCLUSION

"You cannot teach a man anything, you can only help him find it within himself." says Galileo Galilei. By creating a holistic environment for the students the teacher could make the students achieve their goal.. Every child, no matter where they come from, deserves great teachers. Research shows that quality teachers make the difference, not only in students' academic performance but also in their lifetime success. Reading plays a very crucial role in one's life as the benefits of reading are plenty. It helps an individual to grow. It helps in broadening one's mind and imagination. It will help an individual in their long run. Reading is something which can never go in vain and it is the responsibility of the English teachers to help students achieving it.

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INFORMATION AND COMMUNICATION TECHNOLOGY AND WELL-BEING

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ABSTRACT

This paper tends to explore the relationship between Information and communication technology and wellbeing. Now a day technology was taking important part in all aspects. It takes place in every field such as communication, educational and working fields, etc. It plays a vital role in our everyday life. This paper develops and point out four distinct channels through which ICTs can shape well-being: they are time saving, create new activities, facilitate access to information and act as powerful communication tools. We show how these four channels impact well-being in distinct domains of life. A central point is that the effects of ICTs on well-being are mediated by a set of personal characteristics that are specific to each individual and in particular psychological functioning, capabilities, and framing conditions such as culture and beliefs. Hence, it is the interaction between human beings' activities in the field of life and their individual personal characteristics that explains why the use of ICT has stronger positive effects for some individuals and social groups than others.

Keywords: ICT, Well-being

INTRODUCTION

Technology means "science of craft" in Greek. It was first build and defined by Jacob Bigelow in 1829 as "principles, processes and nomenclatures of the more conspicuous arts, particularly those which involve applications of science and which may be considered useful, by promoting the benefit of society, together with the emolument of those who pursue them". (Jacob Bigelow, 1829). Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. Educational technology as technological tools and media that assist in the communication of knowledge, and its development and exchange. This is usually what people are referring to when they use the term 'EdTech'. Educational technology for Learning Management Systems (LMS) was a tool for student and curriculum management and Education Management Information System (EMIS). Educational technology is an inclusive term for both the material tools and the theoretical foundations for supporting learning and

teaching. Education technology is anything that enhances classroom learning in the utilization of blended, face to face or online learning.

Information and communication technology (ICT) is not new to the entire world. It changes human nature in all aspects. It has impact on happiness and wellbeing on individual at macro level. The modification in the existing trends through constant experimentation is basic human nature which has resulted in ushering in of newer and advanced technologies. At the same time, we are in constant search of innovative applications of this technology that can contribute to further develop and enhance the quality of human life. The very common and obvious examples can be add-on advancements in computers, mobiles and other similar most popular widely used technologies. Creative minds of the experts constantly keep on exploring the better utility of such technologies in their respective fields. Web-enabled collective Intelligence is one such innovative endeavour in web technology and education is very much party to it. Web can be used to analyse the best possible ways of applying collective

intelligence in different areas in education in terms of teaching co-curricular and extra-curricular activities and also formative and summative evaluation of the students' performance that can help in better quality outcomes. During the last three decades, innovation studies have developed in a number of different directions, but the key underlying motivation that innovation spurs economic performance has implicitly been a common theme in different strands of research (Fagerberg, 2005). Other potentially relevant impacts of new technologies- and in particular on the users' well-being have largely been neglected (Castellaci, 2005). The present paper focuses on one of the key advanced technologies of Information and Communication Technology (ICT). These have in the last few decades transformed substantially several aspects of our everyday life.

Well-being: definition

"Well-being is a function of expecting to attain the outcomes one values, whatever those might be" (Ryan & Deci, 2001). A relevant domain of life that has been studied in happiness research is the quality of working tasks, and different degrees of creativity and autonomy, which have implication in terms of work-life balance and job satisfaction (Dolan & Metcalfe, 2012). "the condition of being contented, healthy or successful" (Collins Dictionary). "A state of being comfortable, happy and healthy" (Oxford Dictionary). "Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community" (World Health Organisation). Well-being Comprehensive and systematic research on the nature and meaning of relationships and social connections occurring through the use of information technologies has the potential to generate important knowledge about the role that

information technologies now play in harming young people's health and wellbeing. Subjective well-being (SWB) was defined by Deiner (2009) as the general evaluation of one's quality of life. The concept has been conceptualized as the three components: (1) a cognitive appraisal that one's life was good (life satisfaction); (2) experiencing positive levels of pleasant emotion; (3) experiencing relatively low levels of negative moods (Deiner, 2009).

The effects of ICT on well-being:

The study of the effects of ICTs on the well-being presents formidable challenges. There are three important sources of heterogeneity that need to be considered in order to investigate the relationship between ICT and well-being. First, the effects of ICT on well-being arguably differ depending on the specific life domain in which ICT are used (working life, private life, surrounding environment), and the specific personal characteristics and conditions that shape individuals' perception of their own status and well-being (capabilities, psychological functioning, culture and beliefs). Second, ICTs may arguably have different effects on the two distinct dimensions of well-being is subjective well-being (hedonic, evaluative) and eudaimonic well-being (realization of inner potential). Third, since ICTs include a wide range of different technologies and diverse applications, their impacts on human well-being will obviously depend on the specific type of ICTs that we are considering. All the relevant effects of ICT on well-being can be grouped into four distinct categories.

1. Time saving: ICTs enable to carry out a given activity in a more efficient manner than this was carried out before, thus freeing up time for other activities. Hence, ICT provide individuals with the opportunity to use increased available time for other well-being enhancing activities.
2. New activities: ICTs make it possible to undertake completely new activities

that were previously not feasible, and that can have direct benefits for individuals' well-being in different domains of life, as well as by enhancing their capabilities and psychological functioning.

3. Access to information: ICTs enable individuals to get access, process and archive information in a much more systematic and rapid manner than previously possible. This can increase both efficiency and quality in many fields of human life, and potentially have direct benefits to well-being.
4. Communication tools: ICTs also make it possible to use new or improved forms of remote communication, increasing the potential scope and intensity of social interactions.

CONCLUSION

The paper has carried out a conceptual analysis of the links between ICT and well-being. After a brief summary on well-being and ICTs different domain of life such as private life, work life, and the external environment. The paper has then pointed out the effects that ICTs may have on well-being by shaping individuals'

personal characteristics such as capabilities, psychological functioning, culture and beliefs.

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IMPACT OF SOCIAL MEDIA ON EMOTIONAL WELLNESS

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ABSTRACT

Social media is a catch-all term for a variety of internet applications that allow users to create content and interact with each other. People who are emotionally healthy are in control of their thoughts, feelings, and behaviors. They are able to cope with life's challenges. It helps them to interact with other people and contribute productive work to society. **Social media interactions can help decrease negative emotions and boost emotional well-being.** But using social media has its risks. Hence this paper focuses on overview of social media and emotional wellness, its effectiveness, impact and emotional benefits of using social media
Keywords: Social media, effectiveness, interaction, relaxation, self-care, inner strength

INTRODUCTION

Social media has gotten a bad rap lately: it's been blamed for growing feelings of low self-esteem, loneliness, and bouts of depression. Still, people rally behind their beloved Instagram's, Face book's, and Snap chat's or they at least keep signing on. They insist that they've either adapted healthier user habits or that social media doesn't have a negative impact on them at all, instead it's a positive influence on their everyday lives, they say.

Social media allows to stay connected with distant friends and relatives and it can be used to promote positive and productive ideas; it can serve as a creative outlet.

EMOTIONAL WELLNESS

Emotional wellness inspires self-care, relaxation, stress reduction and the development of inner strength. It is important to be attentive to both positive and negative feelings and be able to understand how to handle these emotions. Emotional wellness also includes the ability to learn and grow from experiences. Emotional well-being encourages autonomy and proper decision making skills. It is an important part of overall wellness.

SOCIAL MEDIA

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated

to forums, micro blogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media. Social media is becoming an integral part of life online as social websites and applications proliferate.

EMOTIONAL BENEFITS OF USING SOCIAL MEDIA

Social media interactions can help decrease negative emotions and boost emotional well-being. The researchers found that people who feel nervous during one-on-one conversations find refuge in social media especially during trying times. "When people feel badly, they have a need to reach out to others because this can help reduce negative emotions and restore a sense of well-being. But talking to someone face-to-face or on the phone might feel daunting because people may worry that they are bothering them," explained **Eva Buechel**, a professor at the University of South Carolina. **Buechel** explains social media can be beneficial especially for the socially apprehensive: "There is a lot of research showing that sharing online is less ideal than having communication in person, but these social networks could be an important communication channel for certain individuals who would otherwise stay isolated."

SOCIAL MEDIA CAN BE DETRIMENTAL TO EMOTIONAL HEALTH

Some of the undesirable effects of social media on emotional health are:

- **Depression:** The young adults spend longer time on social media, the more likely they are to be depressed because of the false lives they create and curate online.
- **Loss of Focus:** The feeling of people get from likes and comments on their posts is addictive, and this Pavlovian-like conditioning makes them go back again and again to ring that proverbial bell. Over time, people lose focus, changing the way their brain works so they can't give full concentration to longer form task
- **Prevalence of Eating Disorders:** The young adults who spent the most time on highly visual social media had over two times the risk of eating and body image concerns.
- **Bye to Memories:** peoples are losing their memories when they trust digital devices to store information and remember things for them.

EFFECT OF SOCIAL MEDIA ON EMOTIONAL HEALTH

- **Relieve social isolation and loneliness by opening up new communication pathways.** Social media offers the chance to connect with others, and offers enough anonymity to allow people with **emotional illness** to express themselves without revealing their identities. In other words, it allows self-expression without the danger of **stigma**.
- **Inspire healthy lifestyle changes.** Social media can be used as a motivational tool to achieve healthy lifestyle goals such as quitting smoking or attending the gym on a regular basis. Announcing a goal via social media and regularly posting about it promotes accountability to others, creating positive reinforcement

from friends and stimulating an online "social support system" which may lead the aspirant to form or join other communities dedicated to similar pursuits. This is a classic case of "positive emotional contagion."

- **Make social support and interventions possible.** An increasing number of websites are now offering support through social media channels. These sites often provide anonymous forums for people to connect, share personal experiences, and many even allows them to sign up for an SMS service to receive daily advice, motivational messages, and information useful for seeking or promoting recovery.
- **Build community by Joining Local Meetups.** Meetup is one of the most popular and widely used. Meetup is not the only place to connect with local organizations, groups, and clubs, or to network with people having similar interests. Twitter has a feature called Tweetups, which are face-to-face meetups that are organized online involving people with similar interests. These may range from people who share a love of playing bridge to groups of recovering addicts.
- **Strengthen existing relationships.** Social media can help manage relationships, especially with those who live far away from each other, thus breaking down geographical barriers. Far from increasing isolation, social media can provide alternative means of finding support, even helping to lift depression, and as Tweetups have shown, provide a healthy excuse to go outside rather than stay cooped up indoors or hunched over a computer.
- **Provide teens with opportunities to develop technical and other skills needed to function in society.** More and more young people are turning to the internet for health advice, including topics such as contraception, acne

treatments, etc. Many teens will post online what they are reluctant to share with their parents. For troubled youth, this makes early intervention by concerned friends and peers more possible. For others, it provides a rich opportunity to experiment with different modes of creative self-expression, which is in itself therapeutic. While it is impossible to deny the dangers of social media, parents may choose to focus on the positive uses of online media in order to promote better online habits in their children.

IMPACT OF SOCIAL MEDIA ON EMOTIONAL WELLNESS

Social media provide opportunities for users to engage in self-presentation of identity and talk with family, friends, colleagues. It can have positive and negative impact on emotional wellness:

- **Negative Impacts:** Most people who use social media want to put their best foot forward. Often, this means they are presenting a skewed view of their life that is all about happiness and achievements. This can lead their friends to compare their own lives to this "perfect" scenario which can have a negative impact on their emotional well-being.
- **Positive Impacts:** Social media could be used to spread happiness. Posting happy, encouraging, and uplifting posts may lead others to do the same. The original goal of social media sites was to create an easy way for people to connect to others. This is a good tool for friends or family who don't live nearby to keep up with what is happening. It could be the ability to help identify certain emotional illnesses.

CONCLUSION

From the above, it is concluded that emotionally healthy does not mean they are happy all the time. It means they are aware of their emotions. They know how to manage their negative feelings. Social

media may help improve emotional health by boosting self-esteem and providing a source of emotional support.

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LEVERAGE THE HERO WITHIN YOU FOR WELLNESS

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ABSTRACT

In this fast moving, globalised corporate world, organisations prefer their employees to be more hopeful, optimistic, efficacious and resilient since only such people can 'weather the storm' of modernisation and industrialisation. So apart from investment in human resource, finance, intellectual or emotional aspects, investment in psychological capital alone may yield substantial returns than the other forms. The recently emerging positive organisational behaviour focuses more on specific positive constructs like hope, efficacy, resilience and optimism which is simply represented by the term "Psychological Capital" or PsyCap. Researchers are yet to explore the various aspects of psycap. Hence this article disusses about the specific positive constructs of psycap, measurement, development, applications of psycap and its relationship with wellness.

Keywords: Psychological capital, PsyCap, positive organisational behaviours, hope, efficacy, resilience, optimism, well-being.

Introduction:

The term capital is not only used in economics and finance but it is also used to denote the value of human resources and other concepts like intellectual capital, social capital and cultural capital. Psychological capital or PsyCap is a composite construct of HERO i.e Hope, Efficacy, Resilience and Optimism. Positive psychologists Luthans et al., 2007 defined it as an individuals positive psychological state of development.

Emergence of Positive Psychology & Positive Organizational Behaviour:

Though the field of psychology contributes to well being in various domains like education, health, sports, work, behaviour and life it is of the general opinion that it focuses on mental

illness and dysfunctional behaviour. But Martin Seligman in 1998 itself made a call for "positive psychology" while addressing in American psychological Association which discusses about studying and understanding "normal" people's well-being, optimal functioning, productivity and realising one's full potential. In a special issue of the American Psychologist Sheldon and King (2001) pointed out

that "positive psychology revisits the 'average person' with an interest in finding out what works, what is right and what is improving." Positive organisational behaviour has been defined as " the study and application of positive oriented human resource strengths and psychological capacities that can be measured, developed and effectively managed for performance improvement." (Luthans, 2002b; p.59; Nelson & Cooper, 2007; Turner, Barling, & Zaharatos,2002; Wright, 2003).

Psychological capital:

Psycap integrates the major four positive psychological resources - Hope, Efficacy, Resilience and optimism.

- Hope is defined as " a positive motivational state based on a interactively derived sense of successful agency and pathways " (Snyder et al.1991, p.287).
- Efficacy is defined as " the individual's conviction or confidence about his or her abilities to mobilize the motivation, cognitive resources or courses of action needed to successfully execute a specific task within a given context" (Stajkovic & Luthans, 1998b, p.66).

- Resilience is defined as “ the capacity to rebound or bounce back from adversity, conflict, failure or even positive events, progress and increased responsibility” (Luthans 2002b, p.702).
- Carver et al.(2009) describes optimism as a generalized positive outlook that yields global positive expectancies.

Many other positive resources to be included are creativity, mindfulness, gratitude, forgiveness, emotional intelligence, spirituality, authenticity and courage.

Measurement of PsyCap:

The four scales generally preferred by researchers to measure the constructs making up pscap are (a) Hope (Snyder et al., 1996) (b) Resilience (Wagnild & Young, 1993) (c) Optimism (Scheier & Carver, 1985) & (d) Self-efficacy (Parker, 1998). Pscap Questionnaire (PCQ) with 24 items was developed by selecting the best 6 items from each of the four constructs.

Application of PsyCap:

Pscap finds its application to build positivity, buffer negativity and promote well-being among those services in stressful and critical roles i.e both medium and largest organisations like banking, insurance, marketing, healthcare, telecom, shipping, aerospace, military, police, sports, oil & gas, education, Government and Non-government organisations. Even U.S. Army and Airforce made large investments in developing resilience (Seligman & Mathews 2011).

Need for development of PsyCap:

Environment plays a major role in the development of PsyCap. The transformation of a person from previously made assumptions to a more challenging and positive thinking pattern requires a nurturing organisational climate. If the employee is provided with rigid situations, insufficient resources, unreasonable pressure and limited autonomy then it is not possible to obtain the desirable outcome. However if the employee is appreciated, recognized, empowered and

permitted to be innovative and authentic then PsyCap is likely to thrive. The impact of such desirable positive behaviour will extend beyond the workplace and it will even have spill over and crossover effects on other aspects of life leading to a better level of well-being at individual, team, organisational, family and social level.

Psychological capital Intervention Model (PCI Model):

This model is used to promote group dynamics and team building skills which focuses on the process of HERO development by means of the development tools given below:

- Setting the goals and listing the barriers
- Doing 3 positive interactions everyday
- Positive reinforcement and sending gratitude letters.
- Balanced physical well-being – Hydrating and dieting properly
- Balanced emotional well-being – maintaining relationships
- Spiritual well-being – Yoga , meditation .

To sustain the developed tools, periodic coaching- face to face or online and listening to inspirational videos like TED talks, usage of games and apps in smartphones are preferable.

The desirable outcomes of PCI model is that it will not only promote the positive resources like happiness, innovation, creativity, problem solving, mindfulness, satisfaction but also lowers the hindrances like stress, anxiety, depression, conflict, BMI etc.

Impact of leadership in spreading PsyCap:

Positive leadership development is very essential for pscap development because leaders who are more authentic and transformational will have significantly more impact on their followers motivational tendencies. Haar et al. (2014) found that leaders PsyCap can influence their teams' PsyCap and followers' PsyCap can influence leaders' PsyCap. Story et al. (2013) also found that

global leaders PsyCap was positively related to their follower's PsyCap despite being at a distance and it buffered the negative effects of distance on the quality of leader-follower relationships. PsyCap spreads from leader to follower, follower to leader and laterally among team members at same level through behavioural modelling and mimicry.

Relationship between PsyCap and well-being:

Studies conducted by Luthans et al. (2013) confirm that pscap predict satisfaction with work, health, relationships and life in general and satisfaction with the major life domains in turn determine the well-being of a person. Positive cognitive appraisals which is being facilitated by PsyCap shape the wellbeing of an individual by reframing and reinterpreting the potentially negative situations. Positive emotions which are a by-product of PsyCap and positivity triggers and facilitates broadening one's thought action repertoires thereby enabling the building and restoration of previously depleted physical, social and psychological resources (Fredrickson, 2001, 2009).

Future research directions

Scholars and evidence-based research practitioners have just started to scratch the surface of the moderators and mediators of PsyCap and further empirical exploration is required. Future research should take into consideration the cultural differences also because what is considered positive in one culture need not be considered positive in another culture. It is high time that we should change our conventional thinking that success causes positivity. Positive psychology refers to the Copernican effect according to which it is thinking of positivity which lead to success in all domains of life.

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MENTAL HEALTH OF COLLEGE STUDENTS

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ABSTRACT

A study was conducted to find out the mental health of college students. The sample consists of 350 college students procured from 15 Colleges in Tuticorin district through random sampling technique. The collected data was analysed statistically using SPSS package. There is no significant difference exist in the mean scores of mental health of college students with reference to different demographic variables.

Key words: mental health. College students

INTRODUCTION

In the ancient time, in Vedic period, the education system was so designed as to have minimum stress on students. Ancient "Gurukul" system was following some healthy practices which if used in today's situation may prove to be stress reducing and tension releasing. The solution of today's problem could be found in the ancient education system. In ancient India the total life span of human being was divided in to four Ashramas. In that system students used to live at teacher's house to acquire knowledge. So we can adapt the useful strategies from this Gurukul system which can minimize the problems of the mental health of the students. Mental health may refer to a sound mental condition or a state of psychological well being for freedom mental diseases. Mental health is the ability which helps us to seek adjustment in the difficult situations of our life. Mental health is the ability to make adequate adjustments to the environment on the plane of reality. It is as the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept the realities of life. Mental health is a term used describes how well the individual is adjusted to the demands and opportunities of life. It is very broad term which includes physical, mental, emotional and social aspects of adjustment. The idea of mental health is more complex and comprehensive. A sound mind in a sound body has been

recognized as a social ideal for many centuries. Health generally means sound conditions, or well-being, or freedom from diseases. An individual is said to be physically healthy when his body is functioning well and he/she is free from pains and troubles.

SIGNIFICANCE OF THE STUDY

Teachers play an important and significance role in the development of the country. So for healthy nation, there is great need of healthy teachers physically and mentally. Also pursuing education and attaining minimum level of health for the learners and instructor. Any disruption and disturbance in the process is likely to create, risk and health hazards. The problem of promoting mental in the education at context, in developing country like India occupies higher priority on the agenda for human development. The mental illness in the family distinguishes the students from normal students to a greater extent than any other single factor. Hence, the environment factor is needed to affect the mental development of the teachers, students and community. The young generation is the force of the country. They have to build the nation. To make and build the country the teachers must safeguard their mental health. For this, the research work is the prime need as the research will bring new knowledge to light, concerning with mental health of the teachers. Thus the Mental Health is linked to behaviour and seen as fundamental to physical health and

quality of life. Physical health and mental health are closely associated and it is proved beyond doubt that depression leads to heart and vascular diseases. Mental disorders also affect health behaviours like eating sensibly, regular exercise, adequate sleep, engaging in safe sexual practices, alcohol and tobacco use, adhering to medical therapies thus increasing the risk of physical illness. Due to the inability to cope up with mounting stress some students develop illness, physiological disorders and psychological problems.

STATEMENT OF THE PROBLEM

The problem under investigation is stated as follows "Is there any difference in the mental health of college students with respect to age and residence?"

GENERAL OBJECTIVES

- To study mental health of college students.

SPECIFIC OBJECTIVES

- To find out the level of mental health of the college students with regard to background variables such as Age and Residence

HYPOTHESES OF THE STUDY

- There is no significant difference in mental health among college students with respect to Age.
- There is no significant difference in mental health among college students with respect to Residence.

METHODOLOGY

The investigators had employed descriptive method using survey as a technique.

RESEARCH INSTRUMENT

To collect requisite data for the present study, the researcher used the adopted tool for mental health inventory (MHI) covers six dimensions of mental health:

- | | |
|---------------------------|------|
| (I) Attitude towards self | (II) |
| Perception of Reality | |
| (III) Social competence | (IV) |
| Regularity of Habits | |
| (V) Emotional stability | (VI) |
| Autonomy | |

DELIMITATIONS OF THE STUDY

The investigators executed this study in Tuticorin district only. The data had been collected from B.Ed., Arts and Science and Engineering students only.

SAMPLE OF THE STUDY

The sample consists of 350 college students procured from 15 Colleges in Tuticorin district was used for the present investigation. Random sampling technique was used as the sampling procedure.

STATISTICAL TECHNIQUES USED

For analysis and interpretation of data the investigators had used 't'- test to find out the difference in different component of mental health of college students.

ANALYSIS AND INTERPRETATION OF DATA

Table 1.

Comparison of Mental Health and its dimensions of 20 & below and 21 & above college students with respect to Age.

Dimension	Variable	Count	Mean	S.D	calculated 't' value	Remark
Attitudes towards Self	20 & below	164	27.46	3.789	1.568	NS
	21 & above	186	28.12	4.060		
Perception of reality	20 & below	164	25.63	3.902	0.702	NS
	21 & above	186	25.94	4.228		
Social Competence	20 & below	164	26.63	4.678	1.227	NS
	21 & above	186	27.32	5.692		
Regularity of Habits	20 & below	164	26.36	4.351	0.374	NS
	21 & above	186	26.56	4.465		
Emotional Stability	20 & below	164	24.05	5.236	0.764	NS
	21 & above	186	24.49	5.472		
Autonomy	20 & below	164	25.36	4.685	0.384	NS
	21 & above	186	25.55	4.739		
Mental Health Total	20 & below	164	155.49	14.547	1.384	NS
	21 & above	186	155.98	19.194		

S- Significant

(At 5% level of significance the table

value of 't' is 1.96)

The calculated 't' values for dimensions such as attitude towards self, emotional stability, perceptions of reality, social competence, regularity of habits, autonomy and mental health in total is lesser than the table value. So there is no significant difference between College students in the dimensions such as attitude towards self and emotional stability perceptions of reality, social competence, regularity of habits, autonomy and mental health in total with respect to age.

Table .2.

Comparison of Mental Health and its dimensions of Hosteller and Dayscholar college students with respect to Residence

Dimension	Variable	Count	Mean	S.D	calculated 't' value	Remark
Attitudes towards Self	Hosteller	160	27.43	4.074	1.647	NS
	Dayscholar	190	28.13	3.812		
Perception of reality	Hosteller	160	25.53	4.169	1.120	NS
	Dayscholar	190	26.02	3.992		
Social Competence	Hosteller	160	26.77	5.387	0.738	NS
	Dayscholar	190	27.18	5.129		
Regularity of Habits	Hosteller	160	26.35	5.005	0.399	NS
	Dayscholar	190	26.56	4.949		
Emotional Stability	Hosteller	160	24.41	5.330	0.415	NS
	Dayscholar	190	24.17	5.396		
Autonomy	Hosteller	160	25.63	5.016	0.614	NS
	Dayscholar	190	25.32	4.440		
Mental Health Total	Hosteller	160	156.12	18.271	0.68	NS
	Dayscholar	190	157.39	16.261		

S- Significant

(At 5% level of significance the table value of 't' is 1.96)

But the calculated 't' values for all the dimensions such as Perception of reality attitude towards self, social competence, regularity of habits, emotional stability, Autonomy Mental Health are lesser than the table value. Therefore there is no significant difference between Perception of reality attitude towards self, social competence, regularity of habits and emotional stability Autonomy Mental Health in Total with respect to residence.

EDUCATIONAL IMPLICATIONS

On the basis of the results and conclusions, the following educational implications can be drawn.

1. To keep good mental health of college students, proper organizational climate should be provided which will reduce tension and frustration.

2. They can also be taught that general mental disorder can be treated with the help of counsellors. In the colleges, there should be guidance and counselling bureau service for the students. The colleges should conduct seminars and conferences regarding personality issues of the students.

3. In the family the parents should provide congenial environment for the better mental health of the students.

4. To make the college students mentally healthy, various orientation programmes about healthy aspects of life related to all aspects of the person should be organized.

5. To promote the mental health of college students some practical work, related to real life should be organized so that they can develop positive thinking.

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CREATING A WELLNESS EMPLOYEE STRATEGIES IN SCHOOLS

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ABSTRACT

In this paper, I have discussed about the wellness strategies which are very essential for an organization or an institution to run in its effective path. In such aspect, I have discussed about the wellness employee strategies in schools. The benefits of wellness program and the steps to establish a wellness employee program are given. Thus it will be an essential element for any organization to achieve the aims and objective which are framed by them.

Keywords: Wellness, Administrative support, Resources, Employee Strategies and Implementation

INTRODUCTION:

Wellness is an important factor for everyone in today's world. The word 'Wellness' implies its roots in every field. The wellness strategies can enable the employees to work towards the way of forming a healthy environment for the society and too the institutions. In this paper, I have given few strategies for a school employee. The steps which are given in this may lead the institution to achieve their perceived goals.

DEFINITION OF WELLNESS:

Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Wellness is more than being free from illness, it is a dynamic process of change and growth. In the words of World Health Organization, "Wellness is defined as a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity."

In the words of The National Wellness Institute, "Wellness is defined as a conscious, self-directed and evolving process of achieving full potential."

ASPECTS OF WELLNESS:

The five aspects of well-being in our definition are each important on their own, but even more so because they are interconnected. For example, we know that a child who is physically active, will not only be more likely to be physically healthy, but will also likely do better in school. Likewise we know that seniors

who are socially active also tend to be more physically and mentally healthy.

Many factors such as having a job, being involved in your community, having a good education, eating properly, being safe from harm, being able to read, being a good parent, and being fit and active, have a great impact on how healthy we are. These factors, called the determinants of health, are the foundation on which a healthy society is built. The determinants of health include: personal health practices and coping skills; healthy child development; education; employment and working conditions; health services; income and social status; social support networks; physical environments; biology and genetic endowment; gender; and culture.

SCHOOL WELLNESS PROGRAM:

School Wellness Program efforts are implemented through evidence-based curricula and meaningful partnerships with wellness councils, food service departments, parent groups, teachers, principals and other community partners. The School Wellness Program continues to build upon these existing partnerships to expand the wellness program in a progressive way.

SCHOOL EMPLOYEE WELLNESS PROGRAM:

A School Employee Wellness Program is an organized program for staff to enrich their physical, mental, and occupational well-being. The Goal of a

School Employee Wellness Program is to support the individual behaviour changes as well as policy and environmental changes that will promote good health for all staff members. Specific goals of a School Employee Wellness Program are as follows,

- Make the school/work environment more supportive of positive health behaviors. Reduce risk of chronic disease
- Model healthy behaviors for students and the community. Improve staff health and productivity. Increase energy and reduce stress

BENEFITS OF A SCHOOL EMPLOYEE WELLNESS PROGRAM:

The benefits of a School Employee Wellness Program include, but are not limited to the following aspects,

- Decreased staff absenteeism
- Lower health care costs
- Lower insurance costs
- Fewer work-related injuries
- Fewer worker compensation claims
- Fewer disability claims
- Increased productivity
- Increased employee morale
- Increased employee retention
- Attractiveness to new employees
- Positive community image
- Increased healthy behaviors
- Healthy role modeling for students

STEPS FOR ESTABLISHING A SCHOOL EMPLOYEE WELLNESS PROGRAM:

The National Directors for Health Promotion and Education has recommended the following nine step process for establishing a successful School Employee Wellness Program. They are,

- Obtain Administrative Support
- Identify resources
- Identify a leader
- Organize a committee
- Gather and analyze data
- Develop the plan
- Implement the plan
- Evaluate the program

- Sustain the program

STEP: 1 OBTAINING

ADMINISTRATIVE SUPPORT:

For a School Employee Wellness Program to be successful and sustainable, it needs the support of the superintendent at the district level and the principal and vice principal(s) at the school level, as well as other powerful decision makers within the school system. Decision makers in school systems require data to make their decisions about policies and programs. The following list indicates types of data that can help support the need and make the case for a School Employee Wellness Program as well where this information can be found:

- Numbers and reasons for employee absenteeism from the human resources office, Financial and academic costs for substitutes from the business office,
- Injury incidence and workers' compensation claims from the benefits office, Health care costs from the benefits office,
- Employee turnover from the human resources office,
- Chronic health conditions from the health department, and Surveys of interest from employees.

STEP: 2 IDENTIFY THE RESOURCES:

Implementing a School Employee Wellness Program requires a variety of resources. Many resources may already be available in your school district or through partnerships with agencies and organizations in your community. Examples of possible resources already available are below: School/District Employees Many school employees are professionally prepared to support health-promotion interventions. These employees include the following:

- School health educators who have expertise in not only current, science-based information that is needed to make health-promoting decisions, but also strategies for developing the attitudes and skills required for adopting behaviors that will protect and promote health.

- Licensed professionals who deliver direct health care and preventive health services at school sites and at school-based health centers. Among them are licensed and/or credentialed school nurses, licensed vocational nurses, audiologists, physical therapists, and athletic trainers. These providers can assist with screenings, referrals for emergency care, and education for CPR, health promotion, disease prevention, and medical self-care.

- Physical education teachers who have expertise in exercise physiology, physical fitness, and the prevention of exercise-related injuries. Also, physical education staff members are aware of the facilities and equipment at school sites that can be made available to employees when not being used by students.

- School-based mental health professionals such as school psychologists, social workers, and counselors. These professionals have experience assessing risk and providing interventions. Nutrition professionals, often registered dietitians or foodservice directors, who oversee the nutritional content and safety of food served at schools in the school district, are trained to promote good nutrition and healthy eating.

- Other employees may have special skills that are not related to their role within the district such as teaching dance, martial arts, and yoga. In some districts, parent organizations such as the Parent Teacher Association can be very influential in the adoption of school policies. They can also help solicit donations from the community such as water bottles, fitness equipment, and other items useful for an employee wellness program.

STEP: 3 IDENTIFY A LEADER:

The school employee wellness leader may be an existing employee with a commitment to health such as a health educator, physical educator, nurse, psychologist, counselor, or other member of the school staff or members of the

Wellness Policy Committee. A school employee wellness leader should have skills in writing, organizational management, marketing, and budgeting.

STEP: 4 ORGANIZE A COMMITTEE:

Organizers of employee wellness programs find many components of the program already exist in a school district. School employee wellness committee members can be identified in a variety of ways. They may be selected by the person designated to lead the program, a school administrator, or a combination of sources. A sample letter of invitation to the committee can be found in the Appendix of this guide.

STEP: 5 GATHER AND ANALYZE DATA:

Assessment provides key data to develop support for and to plan a program. Data about School Employee Wellness Programs are gathered to:

- Determine baseline health-related costs and risks in the district to justify investment in the program and to demonstrate progress and cost savings after implementation; Assess the status of school employee wellness activities; and Identify the interests of school employees

STEP: 6 DEVELOP THE PLAN:

Incorporating the school employee wellness plan into the district's overall improvement plan can help to institutionalize the program and give it credibility among employees. A well-written plan spells out clearly why, how, when, and by whom activities will be accomplished. Set measureable objectives so the success of the program and its goals can be evaluated. Measureable objectives should tell you who will do what, when, where and how it will be measured. Communication about the program is vital to its success

STEP: 7 IMPLEMENT THE PLAN:

This section covers activities to consider when launching an employee wellness program. Consider starting with a simple initiative that costs little or nothing, is easy to implement, provides visibility,

and promises immediate success for the School Employee Wellness Program. Examples include a month-long walking program, a presentation on the relationship of nutrition and fitness to stress, or a staff development day that features a health-related session or motivational speaker.

STEP: 8 EVALUATE THE PROGRAM:

Evaluation can help to identify the changes to be made and to find out how well objectives are being met and to determine the effects of the program and to identify the ways to improve the program. To improve the process of implementing a School Employee Wellness Program, a person has to gather participant feedback and data about the program implementation strategies. Sample evaluation tools are included in the Appendix of this guide and they can help assess the process of implementing a School Employee Wellness Program.

STEP: 9 SUSTAIN THE PROGRAM:

Maintaining the support of administrative leadership and the school board is crucial for the continued development and maintenance of a School Employee Wellness Program. The following ideas may help sustain the School Employee Wellness Program and maintain the support of the administration: Invite administrators to attend school employee wellness committee meetings. Solicit their opinions and feedback and encourage them to participate in school employee wellness activities. They are subject to the same health risks as other employees; moreover, their participation sets an example and demonstrates the district's commitment to the program. Develop clear procedures for communication. Determine how administrators prefer to receive information and provide feedback. Make sure your administration is aware of potential problems and solicit administrative input to solve problems. Request an opportunity to meet with the school board at least once a year. At the

meeting be prepared to demonstrate how an investment in school employee wellness is time well spent and money saved. Provide data about the link between school employee wellness activities and your district's goal to raise student achievement and prepare students for life after high school. Evaluate the program regularly and keep policymakers informed. Make sure policymakers understand the objectives of the School Employee Wellness Program and progress toward those objectives. Develop a visual record of the program. Maintain a binder with items such as photographs, awards, and statements of appreciation and recognition. Keep it in a visible place where it is likely to be seen. Post promotional bulletin board displays in high-traffic areas. Keep your district's media liaison or public relations officer informed of events, new data, and achievements.

CONCLUSION

A School Employee Wellness Program is a key to maintaining a healthy, optimistic environment where students and employees thrive. Although implementing a School Employee Wellness Program can be complex and demanding, those who have pursued its development have found that the rewards far outweigh the challenges.

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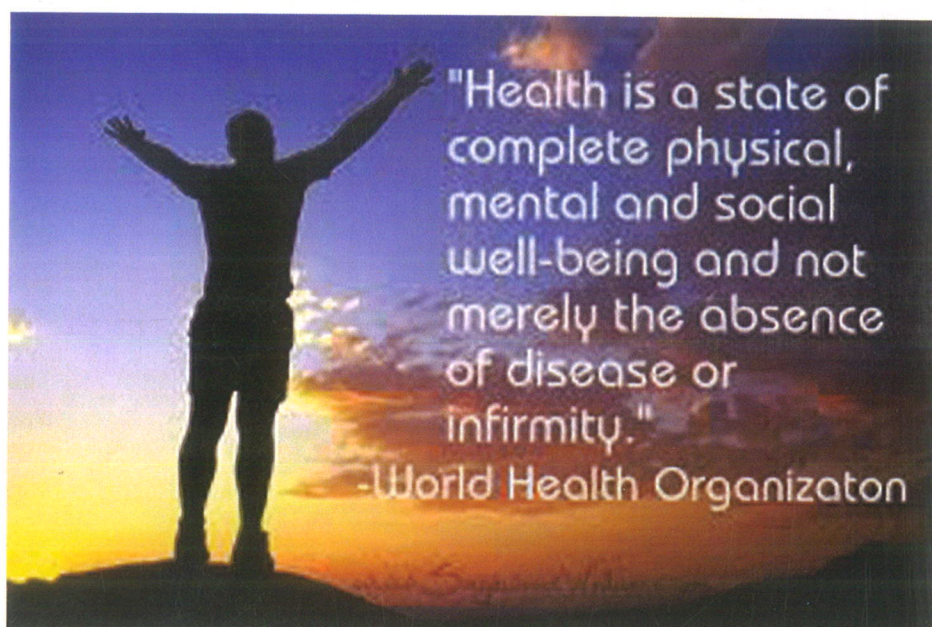
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