TEACHERS AS SOCIAL MONITORS: A CATALYST FOR HOLISTIC STUDENT DEVELOPMENT

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ABSTRACT

Teachers play a crucial role beyond academic instruction by acting as social monitors who observe, guide, and support students in their overall development. This paper explores how teachers contribute to the social, emotional and behavioral well-being of students by identifying early signs of distress, fostering positive peer interactions, and ensuring a safe learning environment. Through active engagement in student activities, collaboration with parents, and the use of digital monitoring tools, teachers help mitigate issues such as bullying, social isolation, and mental health challenges. The study also highlights the ethical dimensions of social monitoring, emphasizing the need for a balanced approach that respects student privacy while ensuring their safety. By integrating social monitoring into pedagogical practices, teachers become key influencers in shaping responsible, emotionally resilient and socially competent person. The findings of this study underscore the importance of professional training for teachers in effective monitoring strategies, ultimately contributing to holistic student development and a more inclusive educational environment.

Key Words: Social monitoring work, Society, Pedagogical practices, Students, Teachers.

Introduction

The social monitoring work of school teachers is a vital component of a well-rounded educational experience. Teachers have a major impact on students' academic and psychological development by monitoring and directing their social interactions and emotional health. Social monitoring work enables teachers to create a positive learning environment, prevent behavioral issues, and foster a culture of inclusivity and discipline. Even though there are obstacles, using smart tactics can improve social monitoring's efficacy and guarantee a secure and encouraging learning environment for every student. Teachers often face difficulties such as large class sizes, lack of time and insufficient training in handling sensitive student issues. Moreover, striking a balance between monitoring and respecting students' privacy can be complex.

Spelage and Swearer (2003) emphasize that teacher-led social monitoring is essential in identifying early signs of bullying and providing timely interventions. Research by **Wentzel (1998)** suggests that teachers who exhibit high levels of social monitoring contribute to improved student motivation and engagement. Students in classrooms with active social monitoring show better emotional regulation and stronger interpersonal relationships.

Furthermore, a study by **Yell and Rozalski (2008)** highlights that proactive social monitoring can enhance classroom discipline and reduce disruptive behaviors.

Objectives of the study

The present study is interested to be carried out with the following objectives.

1. To examine the significant differences in the mean scores of social monitoring work and all its dimensions with regard togender.

2. To examine the significant differences in the mean scores of social monitoring work and all its dimensions with regard to locality of school.

Hypotheses of the study

The researcher has formulated the following hypotheses pertaining to the present study.

1. There is no significant differences in the social monitoring work and all its dimensions with regard to gender.

2. There is no significant difference in the social monitoring work and all its dimensions with regard to locality of school.

DESIGN OF THE STUDY

Population and Sample

The present investigation is carried out in the Chennai, Thiruvallur, Kanchipuram, Chengalpattu district in Tamilnadu. 780 school teachers were selected using simple random sampling technique. This study employs a survey-based approach to assess teachers' social monitoring work.

Tools used

Social Monitoring Work prepared and validated by the Investigator and Dr. R. Sahaya Mary (2024).

Pilot study

A pilot study was conducted to determine the suitability of the tools used in the present investigation. A random sample of 50 school students was selected to establish the reliability and validity of the tools.

DATA ANALYSIS

Hypothesis - 1

There is no significant differences in the social monitoring work and all its dimensions with regard togender.

Table 1

Showing the significant difference between the mean scores of social monitoring work and all its dimensions with regard tomale and female.

Social monitoring work and its Dimensions	Gender	N	Mean	SD	't' Value	Remark
Social behavior	Male	338	19.32	2.182	0.596	NS
	Female	442	19.23	2.301		
Social attitudes and perception	Male	338	19.61	1.987	0.213	NS
	Female	442	19.58	2.038		
Values and ethics	Male	338	19.92	1.885	1.144	NS
	Female	442	19.76	1.935		
Unity engagement and social responsibility	Male	338	24.83	2.156	1.543	NS
	Female	442	24.58	2.243		
Student guidance and development	Male	338	22.09	2.230	0.385	NS
	Female	442	22.03	2.250		
School involvement and engagement	Male	338	25.52	3.745	1.425	NS
	Female	442	25.14	3.744		
Social monitoring work and its dimensions	**Male**	**338**	**131.30**	**7.433**	**1.754**	**NS**
	Female	**442**	**130.32**	**8.068**		

From the table, it is noted that male school teachers have exhibited significantly higher social monitoring work and all its dimensions than female school teachers.

Hence, Hypothesis – I stating that "There is no significant difference in the mean scores of social monitoring workand all its dimensions of school teachers with regard to gender" is accepted.

Hypothesis 2

There is no significant difference in the social monitoring work and all its dimensions with regard to locality of school.

Table 2

Showing the significance of the difference between the teachers based on locality of school in social monitoring workand its dimensions

Social monitoring work and its Dimensions	Locality of school	N	Mean	SD	't' Value	Remark
Social behavior	Rural	347	19.31	2.196	0.483	NS
	Urban	433	19.23	2.293		
Social attitudes and perception	Rural	347	19.54	1.983	0.625	NS
	Urban	433	19.64	2.041		
Values and ethics	Rural	347	19.64	1.732	2.587	NS
	Urban	433	19.99	2.037		
Unity engagement and social responsibility	Rural	347	24.68	2.006	0.144	NS
	Urban	433	24.70	2.359		
Student guidance and development	Rural	347	22.01	2.109	0.539	NS
	Urban	433	22.09	2.342		
School involvement and engagement	Rural	347	25.41	3.823	0.730	NS
	Urban	433	25.22	3.687		
Social monitoring work and its dimensions	**Rural**	**347**	**130.59**	**7.395**	**0.489**	**NS**
	Urban	**433**	**130.87**	**8.132**		

Urban school teachers have significantly higher social monitoring work and all its dimensions – Social attitudes and perception, Values and ethics, Unity engagement and social responsibility, Student guidance and development. Moreover, rural school teachers have significantly higher difference in social behavior and school involvement and engagement.

Hence, Hypothesis – II stating that "There is no significant difference in the mean scores of social monitoring workand all its dimensions of school teachers based on their locality of school" is accepted.

Discussion

Social monitoring work involves observing, assessing, and guiding student behavior, fostering social development, and maintaining classroom discipline **(Snyder, 1974).** The higher engagement of male teachers in social monitoring could be attributed to traditional

gender roles, leadership expectations, and behavioral management styles in educational settings.

Urban school teachers have significantly higher social monitoring work and all its dimensions – Social attitudes and perception, Values and ethics, Unity engagement and social responsibility, Student guidance and development. Moreover, rural school teachers have significantly higher difference in social behavior and school involvement and engagement. Urban school teachers leverage professional resources to enhance student development and social responsibility, rural school teachers rely on close-knit community relationships to reinforce student behavior and school participation. These findings suggest the need for context-specific teacher training programs to optimize social monitoring strategies based on school locality.

Conclusion

The study underscores the critical role of school teachers as social monitors in shaping students' social behavior, ethical values and overall development. To ensure holistic student development, it is imperative to integrate structured mentorship programs, professional training on social monitoring strategies, and technology-driven tools into the teaching framework. Schools must foster an inclusive and supportive environment where both urban and rural educators are equipped with the necessary resources to enhance their social monitoring capabilities. By strengthening teacher training, encouraging digital monitoring approaches and promoting ethical classroom practices, educational institutions can create a socially responsible and development-oriented learning ecosystem that nurtures students' academic, emotional and ethical growth.

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