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Exploring the Role of Indian Knowledge System and Ethical Understanding in Shaping Educational Management Practices of Adolescents

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ABSTRACT

The present investigation was conducted to examine how the Indian knowledge system and ethical understanding influence the way adolescents manage their educational activities. The study was conducted on 600 adolescents studying in different colleges in the state of Himachal Pradesh. To achieve the objective of the present study, the survey method under the descriptive research design was employed for collecting and analyzing the data. The data from the college-going students were collected by using self-made Scales. The collected data was analysed by applying various statistical techniques. The result of the study shows how traditional Indian values and ethical understanding help college-going students to improve their educational management practices. It was also found that gender, awareness of the Indian Knowledge System (IKS), and ethical understanding play a very important role in shaping adolescents' ability to manage their educational practices. In contrast, some variables, such as family income and pocket money, did not have a significant impact on these adolescents' educational management practices.

Keywords: Indian Knowledge System, Ethical Understanding, Educational Management Practices, Adolescents, Moral Values. Ethics.

Introduction:

In modern education, there is really a great need to integrate cultural traditions and ethical values into the teaching and learning process through curricula. According to the National Policy of education 2020, Modern education is not only responsible for giving knowledge to students but also for developing good character, self-discipline, and responsible behaviour among the learners across various streams. This broad idea of education is closely connected with the Indian Knowledge System. As advocated by Rao (2019), IKS is a rich collection of traditional knowledge that has developed in the Indian subcontinent region over many centuries. This includes ideas related to philosophy (darshan shastra), science, arts, health, nature, and ways of teaching and learning. All these forms of knowledge are deeply connected with the values and culture of Indian civilization.

The Indian Knowledge System supports a holistic way of learning. It mainly focuses on the harmonious development of the mind, emotions, and intrinsic values of the individual. IKS also provides a strong value-based foundation that helps the students to manage both their academic activities as well as personal life in a better way. As we know Adolescence is a period of greater stress, strain, storm, and strife. This stage is one of the most important stages in life when young people begin to understand their identity and develop their values. During this period, students slowly learn to take greater responsibility for their studies. Various important skills related to educational management, such as managing time, setting goals, planning work, and maintaining self-discipline, become very important for their success (Zimmerman, 2002).

Various research conducted in this area shows that a large number of values taken from traditional systems like the Indian knowledge system, such as self-control, duty, discipline, and mindfulness, can positively influence students' learning behaviour and increase their inner motivation to study (Joshi & Pani, 2015).

At the same time, ethical understanding means knowing the difference between right and wrong, being honest in actions, and showing respect for others. Some research conducted in this particular area shows that when students develop these qualities, they are more likely to behave more responsibly in

their studies and make better moral decisions in their daily lives (Narvaez and Lapsley, 2005; Berkowitz and Bier, 2007).

Recent educational policies in India have emphasized the importance of including cultural values and ethical learning in the education system. India's current National Education Policy (2020) also advocates the inclusion of Indian Knowledge Systems and moral values in the curriculum so that students can grow into balanced and responsible individuals, which will help them to become citizens of the country. However, even with these efforts, very few researchers have examined how awareness of Indian Knowledge Systems and ethical understanding together influence the educational management practices of adolescents. Therefore, the present study attempts to fill this gap by exploring how adolescents' awareness of the Indian Knowledge System and their ethical understanding affect their educational management practices.

Indian Knowledge System:

The term **Indian Knowledge System** refers to the rich and diverse body of traditional knowledge that developed in the Indian subcontinent over thousands of years. It represents a holistic way of understanding life, where different fields of knowledge are connected with each other. The concept of the Indian Knowledge System is very vast in itself. It includes many areas such as: knowledge, Science, Vedic mathematics, Darshanshastra, astronomy, Ayurveda, Vastu Shastra, the Gurukul (Vedic) system of education, Vyakarana, ethics or Dharma, arts, and agriculture, etc.

The roots of the Indian Knowledge System can be found in ancient Indian texts such as the Vedas, Upanishads, and Puranas. Two great Indian epics, the Mahabharata, written by Maharishi Vyasa, and Ramayana, written by Valmiki Rishi, are the key sources of Indian Knowledge Systems. Along with this, other important classical works such as the Ashtadhyayi written by Panini and Aryabhata's Aryabhatiya also contributed greatly to this Indian knowledge tradition. Actually, in Indian Knowledge Systems, knowledge is not limited to intellectual learning alone; it also includes moral values, spiritual wisdom, and practical understanding of life. Therefore, IKS promotes a balanced approach to learning that focuses on the overall development of an individual, which is nowadays one of the main aims of modern education.

If we look back to ancient India during the Vedic Period, one of the most important educational traditions was the Gurukul System. This system provided a holistic form of education. In a Gurukul, students, known as shishyas, lived with their teachers. The teachers of Gurukuls were given the highest respect, even above the king of the particular area, and were called gurus or acharyas. Sanskrit was the chief language of instruction through which knowledge was given to the learners. As far as the students of Gurukul System are concerned, they followed a disciplined life and practiced Brahmacharya, which meant self-control and dedication to learning. From the time of their entry into the Gurukul through the Upanayana until the completion of their education through Samavartana, all students lived together in the Gurukul. This practice allowed students to learn not only academic subjects but also values, discipline, and good conduct collectively. Students in the Gurukul system studied the Eighteen Vidyas, which were considered important branches of knowledge. These included the four Vedas: Rigveda, Yajurveda, Samaveda, and Atharvaveda. Along with these Vedas They also studied the six Vedangas. Vedangas are actually like supporting subjects that help in understanding the Vedas. In addition, students learned the four Upavedas, such as Ayurveda, Dhanurveda, Gandharvaveda, and Shilpaveda. Other subjects like Mimamsa, Nyaya, Purana, and Dharmashastra were also taught to the shishyas of Gurukulas to develop their thinking ability and moral understanding.

The Acharyas, or teachers, played a very important role in this system. They were considered the primary and only source of knowledge during that time. They were respected scholars who devoted their lives to teaching and guiding their shishyas. Their main goal was the intellectual, moral, and spiritual development of their students. They lived very simple lives in ashramas, and no modern-day facilities were provided to them from any side. Even though they received no salary for teaching, they continued their work as a form of selfless service to learners. Therefore, education during that time was not seen as a business but as a sacred responsibility. It was regarded as a service to society and a way to help individuals grow into wise and responsible human beings

Ethical Understanding:

The term Ethical understanding refers to the ability to understand moral values that guide a person's behaviour. This ability helps a person to know the difference between right and wrong and to think carefully about what is the right thing to do in different situations. It also encourages people to follow important values such as honesty, fairness, kindness, responsibility, and respect for others. In education and personal development, this is not only a good quality but also very important as well. According to Lincona (1991), ethical understanding helps in developing responsible and balanced individuals who can become good and thoughtful members of society. Ethical understanding helps in building a person's moral character and guiding responsible behaviour. It also helps the students to develop the ability to make good decisions and contribute positively towards the development of society (Narvaez & Lapsley, 2005).

In the present time, ethical understanding is becoming an important way to deal with various problems faced by modern-day students. It helps in reducing problems such as bullying, cheating in examinations, and students feeling lonely or left out. Research conducted by Nucci and Narvaez in the year 2008 concluded that good character education programs help students to develop strong moral values. Further, these programs also teach students to handle difficult situations with kindness, honesty, and careful thinking while making decisions.

Some investigations revealed that the inclusion of ethical education in school programs can be very helpful for students. A study conducted in Australian continent found that students who took part in values education programs showed positive changes. They developed better relationships with their

classmates. It was also revealed that these students became more understanding and caring, and participated more actively in classroom activities (Lovat & Toomey, 2009).

To explore the ethical understanding of adolescents, a scale consisting of 20 statements was used. These statements were designed to understand adolescents' moral values such as honesty, responsibility, empathy, and fairness. The self-made scale includes items related to telling the truth, admitting mistakes, completing the assigned tasks well on time, taking responsibility for one's actions, and following rules & regulations even when no one is watching. It also includes statements about understanding the feelings of others, helping people in need, and solving conflicts peacefully. Overall, it was designed to understand how well a person follows moral values, builds positive relationships with others, and contributes to a fair and peaceful society.

Educational management practices:

Educational management practices define how students proactively manage their educational responsibilities and strive to achieve them preestablished academic goals (Zimmerman, 2002; Schunk & Zimmerman, 2012). In a research study it is found that, these educational management practices contribute to establishing a passion for developing discipline, organization, and vibrant learning behaviours needed to achieve exceptional levels of academic achievement (Duckworth et al., 2007). By empowering students to take control of their educational responsibilities through these transformative practices, students develop some important essential skills related to time management, maintaining concentration, and practicing self-regulation (Claessens et al., 2007; Zimmerman & Schunk, 2011). For example, preparing and executing a study timetable at home, establishing clear short-term and long-term academic goals, and completing assignments well in advance before the due dates, all underscore the importance of planning and prioritizing (Pintrich, 2004). These self-empowering habits give students the tools they need to take ownership of their educational journeys, allowing them to remain focused on track and prepared to face their forthcoming academic challenges with full of confidence. Along with this, the regular provision of daily study time-table, actively preparing for examinations, and avoiding procrastination reflect an overall commitment to persistence and a future-oriented outlook on moving towards achieving academic success (Steel, 2007). In addition to this these practices create a positive environment for supporting learning process while developing the ability to concentrate by studying in areas free of distractions; being engaged in class without distraction from devices such as mobile phone and taking short breaks during study sessions to rejuvenate (Rosen et al., 2013; Junco, 2012). Each of these above mentioned educational management practices illustrates how focused attention and mental wellness play an essential role in achieving one's full potential to learn and grow.

One of the greatest educational management practices is the organization of resources. The organization is seen as the corner for educational accomplishment through organized and orderly books and material, thorough and clear notes, and consistently evaluating the effectiveness of study techniques. These self-disciplined practices help to create structure for the students while providing opportunities for purposeful reflection and continued improvement in their study methods, techniques and approaches, which in turn lays a foundation for continuous improvement (Ormrod, 2020). In addition to the organization of resources, another area in which educational management strategies utilize emotional and social skills to improve student learning is through seeking help through developing supportive relationships; actively engaging in continuing conversations regarding their academic plan, and enthusiastically participating in various curricular and co-curricular activities organised in and outside the campus. (Wentzel, 1998). In summation, together these practices create a disciplined, focused, adaptable, and resilient student who can navigate the challenges of their academic career with full of confidence and effectively prepare for lifelong learning and holistic growth in an ever-changing environment with the use of Educational Management strategies (Schunk and Greene, 2017).

Review of Literature:

Existing research indicates that moral education and cultural awareness positively influence students' academic success and behavioural issues (Rao, 2019; Sharma, 2021). Studies show that integrating the Indian knowledge system into educational strategies for adolescents fosters values like mindfulness, self-discipline, and a greater sense of purpose (Nair, 2020). A study conducted on incorporating Indian Knowledge Systems (IKS) into adolescents' education shows that this incorporation sparks a cultural renaissance that embeds Indian knowledge system principles into their values and equips them with tools to make informed decisions, develop emotional intelligence, and achieve self-regulation- three key elements of effective educational management (Gupta & Ranganathan, 2024). The timeless ethical ideals from Indian philosophical texts like the Shrimad Bhagavad Gita and Upanishads guide adolescent learners in forming moral reasoning and instill a sense of duty toward the school community for the common good (Mehta et al., 2023). Adolescents raised within the Indian knowledge system framework demonstrate remarkable flexibility and discipline in overcoming various academic challenges, highlighting a strong link between ancient ethical teachings or practices and modern educational practices (Sharma & Pillai, 2024). A comprehensive analysis reveals that schools implementing an Indian knowledge-based curriculum see increased student focus and very few behavioural issues. Furthermore, it was also revealed that the IKS-based curriculum also helped in enhancing peer collaboration, driven by the moral narratives rooted in traditional IKS philosophy (Joshi, 2023).

The Indian knowledge system framework outlines a holistic approach to integrating cognitive growth with spiritual and emotional maturity in adolescents, enabling them to successfully cope with academic pressures purposefully and to possess ethical clarity when making decisions regarding their academic journey. An investigation carried out recently shows that the ethical wisdom inherent in India's Traditional Knowledge Systems encourages resilience and self-reflective qualities that prepare Indian adolescents for both long-term academic success and in life as well, which aligns well with contemporary education's emphasis on 21st century learning (Banerjee & D'Souza, 2025). Study conducted by Kumar and Nair in the last year revealed that Schools that have integrated Indian knowledge system into their pedagogical models are reporting significant improvements in students' time management skills, goal-setting ability, and reflective learning traits that have propelled the best-managed educational operations into unseen heights of success (Kumar &

Nair, 2024). It is also found that the integration of Indian knowledge system principles into adolescent education provides students with a wide range of values and skills that help in enhancing their overall educational management. Dharmic principles foster duty and intrinsic motivation, enhancing commitment to academic responsibilities (Iyer & Sengupta, 2024). Meditation and mindfulness practices rooted in Indian traditions improve emotional regulation, focus, and academic planning (Tripathi, 2023). Ethical frameworks like Panchakosha theory and Yamas/Niyamas cultivate ethical decision-making and leadership in group settings (Nambiar & Verma, 2025). Storytelling from texts like Jataka Tales and Hitopadesha nurtures moral reasoning, empathy, and collaboration (Desai & Kulkarni, 2024). The concept of Sva-dharma promotes clarity of purpose and responsibility (Raghavan, 2023), while values like Guru-shishya parampara and reverence for knowledge foster respect, self-motivation, and classroom discipline (Bhat & Mukherjee, 2024). Integrating Indian ethical thought enhances academic achievement, well-being, and time management (Sen, 2025), and teaching ethical dilemmas through Indian epics sharpens self-awareness and critical thinking, key to managing educational responsibilities (Chaturvedi & Ramanathan, 2023).

Objectives of the Study:

1. To examine the level of awareness of the Indian Knowledge System and ethical understanding among adolescents.
2. To study the educational management practices adopted by adolescents.
3. To analyse the relationship between the Indian Knowledge System, ethical understanding, and educational management.

Hypotheses of the study:

1. There is no significant correlation between awareness of IKS and educational management practices.
2. There is no significant correlation between ethical understanding and educational management.
3. There is no significant difference in educational management of adolescents w.r.t their Gender, level of IKS awareness, level of Ethical understanding, Family income, and Pocket money.

Method and Procedure:

In accordance with the objectives of the present study, the most suitable descriptive survey method was adopted. The present study is quantitative in nature, as it is grounded in the collection and analysis of numerical data obtained through standardized research instruments. Responses recorded on five-point rating scales were converted into quantitative scores and subjected to appropriate statistical techniques for analysis and interpretation.

Sample of the study: 600 adolescents (because they are below 18 years of age) studying in 1st year of their under-graduation degree Course coming from urban and rural areas of Himachal Pradesh were selected through a purposive sampling method under a non-probability sampling technique. All the 600 sampled adolescents were administered the Indian Knowledge System Awareness Scale, Ethical Values Inventory, and Educational Management Checklist. For the purpose of comparative analysis, extreme group classification was employed. High and low groups were constituted on the basis of the **Mean ± Standard Deviation (Mean ± SD) criterion**. Adolescents scoring Mean + SD and higher than that were classified in the High group, and adolescents scoring Mean – SD and lower than that were classified in the Low group. Adolescents whose scores fell within these cut-off points were not included for further analysis in order to provide better separation with respect to groups and a more precise analysis. The means and standard deviations of the various groups were calculated on all three scales. Since the groups were formed on the basis of heterogeneous characteristics, the sizes of the groups varied accordingly. The final sample of the study is as given below:

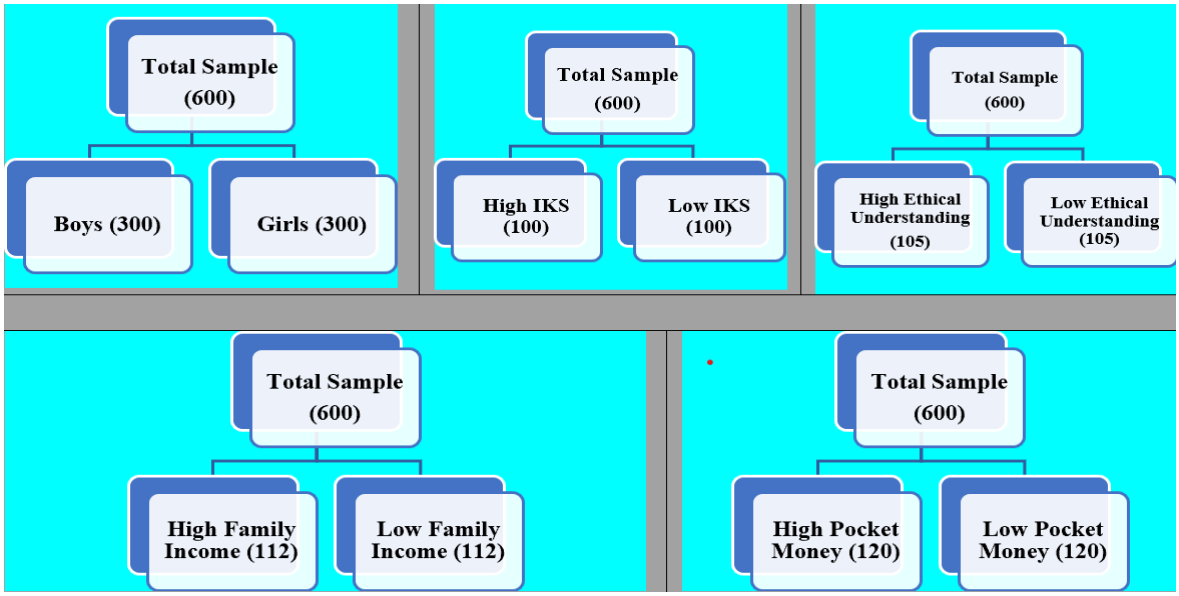


Figure 1: Figure1 Sample description

Tools of Data Collection: The data was collected by using three different scales. Here is a detail of all three tools used for the data collection.

Indian Knowledge System Awareness Scale (20 items): This is a five-point self-made scale that consists of 20 statements measures students' familiarity with concepts from Indian philosophy, culture, traditional knowledge, and practices such as Yoga, Ayurveda, and Vedic education. The scale has 4 negative items while 16 items are of positive nature. The scores in the Indian Knowledge System Awareness Scale ranged from 20 to 100.

Ethical Values Inventory (20 items): An Ethical Values Inventory to evaluates students' ethical orientation using dimensions such as honesty, responsibility, empathy, non-violence, and justice was prepared by the investigator himself. This inventory is also on five-point scale and again has 20 (4 negative, 16 positive) items. The scores in this inventory ranges from minimum 20 to maximum 100.

Educational Management Checklist (20 items): A five-point check list was prepared to find out the Educational Management practices adopted by the adolescents. This checklist assesses students' ability to manage time, set academic goals, stay organized, remain motivated, maintain discipline etc. The Educational Management Checklist consists of 20 items and is rated on a five-point scale. Maximum score of five-point checklist is 100 and minimum is 20.

Initially, more than 30 items were constructed for each scale. After detailed discussions with subject experts and during the process of **item analysis,** only those items having a 't' value equal to or greater than 1.75 were retained for the final version of the scale. Consequently, **only 20 items** were retained to constitute the final draft of each scale. In the final drafts, the item number 4,8,12 and 16 of each instrument were of negative in nature and rest of the items were positive. Each instrument developed by the investigator consists of 5 alternative responses for each statement, i.e. (1) Strongly Agree (2) Agree (3) Undecided (4) Disagree (5) Totally Disagree. For scoring purposes, positive statements were assigned scores of **5, 4, 3, 2,** and **1**, while negative statements were scored in reverse order as **1, 2, 3, 4,** and **5**, respectively. The validity of all three instruments employed in the present study was established primarily through content and face validity, ensured by rigorous expert evaluation. Respected scholars and experts in the fields of education, psychology, ethics, Indian Knowledge Systems, and educational administration evaluated each of the items on each of the scales for their effectiveness in terms of defining the constructs, appropriate definitions, and representativeness. It was determined by the experts that the Indian Knowledge System Awareness Scale, Ethical Values Inventory, and Educational Administration Checklists provided representations that were sufficiently defined of their respective constructs, conceptually accurate, and sufficiently represented. After incorporating the scholarly input from the expert reviewers, changes were made to the scales to improve the quality and relevance of the items. Consequently, all three instruments were found to possess satisfactory validity and reliability, rendering them appropriate and robust tools for assessing students' awareness of Indian knowledge systems, ethical orientation, and educational management practices in the present investigation. The split-half method was used to determine the reliability of all three instruments. Each instrument was first divided into two equivalent 'halves'. In the first half, all odd-numbered items were scored, and in the second half, all even-numbered items were scored. Then the correlation was found for both the half tests. From the reliability of the half test, the self-correlation was then estimated by using the Spearman-Brown prophecy formula. The reliability of the Indian Knowledge System Awareness Scale, Ethical Values Inventory, and Educational Management Checklist were found .82, .89 and .86, respectively.

The data was collected by these reliable and valid tools and the collected data was analysed by implying various statistical techniques like mean standard deviation, Pearson corelation and 't' test.

Results and Discussion:

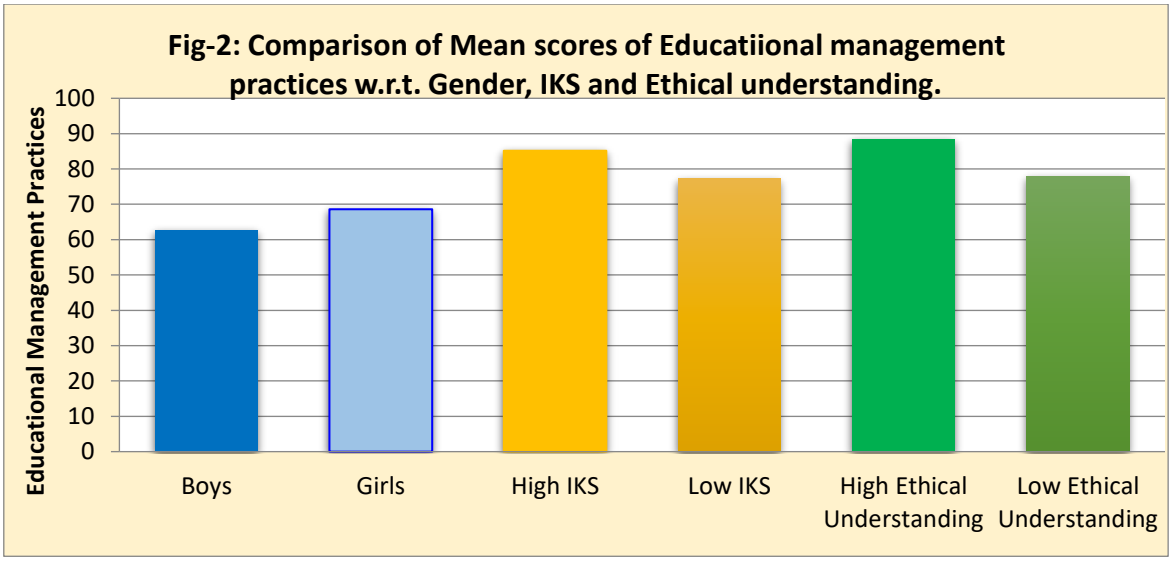
Comparison of Educational Management Practices of adolescents w.r.t. their Gender level of IKS awareness, level of Ethical understanding, Family income and Pocket money is given in following table.

Table 1 Comparison of Educational Management Practices of adolescents w.r.t. their Gender level of IKS awareness, level of Ethical understanding, Family income and Pocket money.

Group	N	Educational Management Mean Score	SD	Mean Difference	SED	Df	t-value	P-Value	Remarks
Adolescent Boys	300	62.80	12.40	5.76	.93	598	6.19	$p < 0.001$	Significant
Adolescent Girls	300	68.56	10.56						
High IKS Awareness	100	85.16	6.24	7.96	.95	198	8.3	$p < 0.001$	Significant
Low IKS Awareness	100	77.2	7.30						
High Ethical Understanding	105	88.56	7.56	10.72	1.12	208	9.57	$p < 0.001$	Significant
Low Ethical Understanding	105	77.84	8.34						
High Family Income	112	72.14	8.56	2.5	1.37	222	1.82	$p = 0.070$	Not Significant
Low family Income	112	69.64	11.74						
High Pocket Money	120	64.72	9.23	2.4	1.12	238	2.14	$p = 0.033$	Not Significant
Low Pocket Money	120	67.12	8.26						

Impact of Gender on Educational Management:

The mean Educational Management score of adolescent girls is significantly higher than that of boys. Calculated t-value of 6.19, ($p < 0.001$) with a large sample size ($df = 598$) indicates a highly significant difference which means that gender plays a significant role in shaping educational management skills. This suggests that Girls may exhibit better planning, organization, self-discipline, and goal orientation in their studies. Various Socio-cultural factors like higher responsibility expectations from girls, parental involvement, or classroom behavior may contribute.



Impact of Indian Knowledge system on Educational Management:

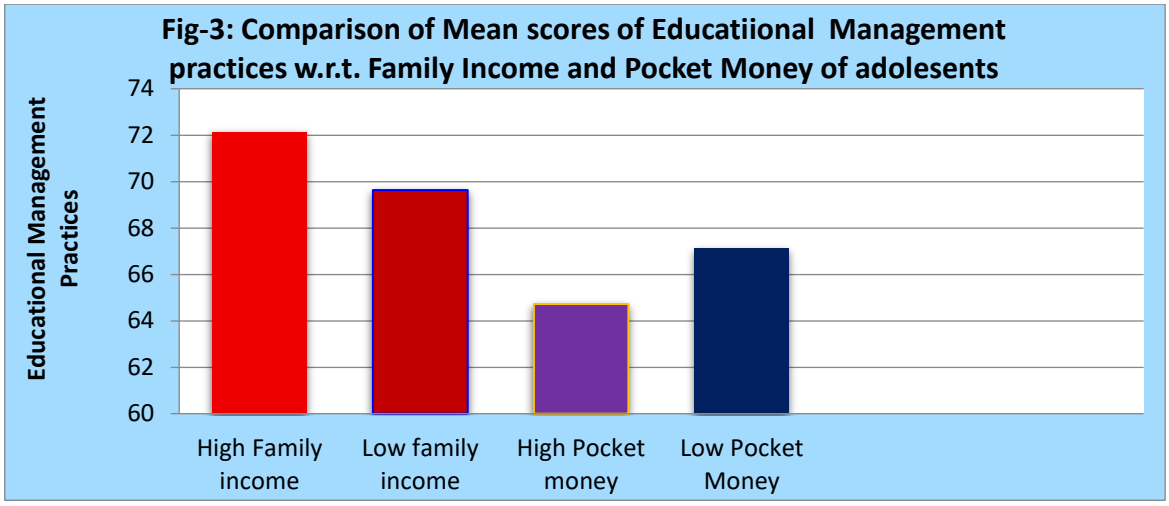
The data shows a clear and statistically significant difference between the two groups students who have a high level of awareness of the Indian Knowledge System (IKS) outperform those with low awareness in their ability to manage their education effectively. The mean difference of 7.96 points, backed by a strong t-value of 8.30 ($p < 0.001$), indicates a strong influence of traditional Indian wisdom on students' academic behavior. The results strongly indicate that awareness of Indian Knowledge System has a positive and powerful impact on how adolescents manage their education. Students who are aware of and influenced by the principles of IKS demonstrate better discipline, responsibility, time management, and academic focus. It suggests that IKS may promote holistic education, self-regulation, and responsibility, contributing to improved educational management. It strongly suggests that integrating IKS in modern education could be beneficial.

Ethical Understanding and Educational Management:

The findings show a highly significant and meaningful difference in the educational management scores of adolescents based on their level of ethical understanding. With a mean difference of 10.72 and a strong t-value of 9.57($p < 0.001$), the data clearly indicates that students who possess a higher degree of ethical understanding are better at managing their educational responsibilities than those with lower ethical understanding. So it may be concluded that, there is a strong, positive relationship between ethical understanding and educational management in adolescents. The data clearly shows that students with high ethical awareness are better organized, more disciplined, more goal-oriented and less likely to engage in distractions or academic dishonesty.

Minimal Role of Income in Educational Management:

The data reveals a slight difference in educational management scores between students from high-income families and those from low-income families, with high-income students performing marginally better (mean difference of 2.5). T-test results indicated that family wealth provides very few, if any, significant advantages for resource access and resources, such as private tutoring, high-quality textbooks, smart phones, Internet facilities, modern technology, etc. Furthermore, this research supports that students who have access to resources will develop as successful educational planners, strategists, and accomplishers. The data supports that low-income and high-income students have similar levels of educational management capability when the appropriate educational mindset, support system, and values are present. It is also revealed that there is minimal relationship between the student behaviour and the economic status of a student; students' behaviour is determined largely by their personal attributes such as determination, discipline and value-driven purposefulness.



Impact of Adolescents' Pocket Money on Educational Management:

This research discusses why pocket money is being used as a variable in this study and highlights the connection between socio-economic factors (i.e., pocket money) influencing adolescent behaviour and the use of pocket money for spending overall. As adolescents become increasingly self-aware and have been provided with access to their own finances, pocket money can significantly impact an adolescent's ability to exercise self-control, responsibility, and make sound decisions. These behaviours have been previously recognised in educational management research for their association with educational management practices of time management, discipline, and motivation. The inclusion of pocket money in this study allows us to examine whether factors associated with ethics and values, such as the awareness of the Indian Knowledge System (IKS), have a greater impact on the educational management practices of adolescents than does the presence of economic resources. Therefore, this research provides greater insights into the educational management of adolescents through value-based or culturally-specific educational influences.

The comparison of education management scores between adolescents with high versus low amounts of pocket money provides significant insight into the effect that the amount of pocket money an adolescent receives from their parents or guardians actually has on his or her academic management behaviour. The educational management scores of adolescents in the low pocket money group (Mean = 67.12, SD = 8.26) were marginally higher than those of adolescents in the high pocket money group (Mean = 64.72, SD = 9.23). The mean difference of 2.40 gives a slight advantage to adolescents who receive a lower amount of pocket money from their parents or guardians. The calculated t-value is 2.14 with 238 degrees of freedom. The p-value ($p = 0.033$) shows that the data were statistically significant at 0.05 level of significanca, but did not reach statistical significance at the 0.01 level of significance, which was the adopted significance criterion for this present study. Therefore, the null hypothesis framed earlier on pocket money cannot be totally rejected, and the difference between the two groups of adolescents was treated as not being statistically significant. This finding shows that the amount of pocket money received by adolescents does not play a major or significant role in influencing their educational management practices. In fact, the higher mean score of the low pocket money group may imply that adolescents receiving limited financial resources from their parents or guardians develop stronger self-discipline, greater planning skills, and more responsible study habits than those who have greater financial resources from parental sides, because of their more constrained lifestyle or closer parental supervision.

Relationship between IKS awareness and educational management:

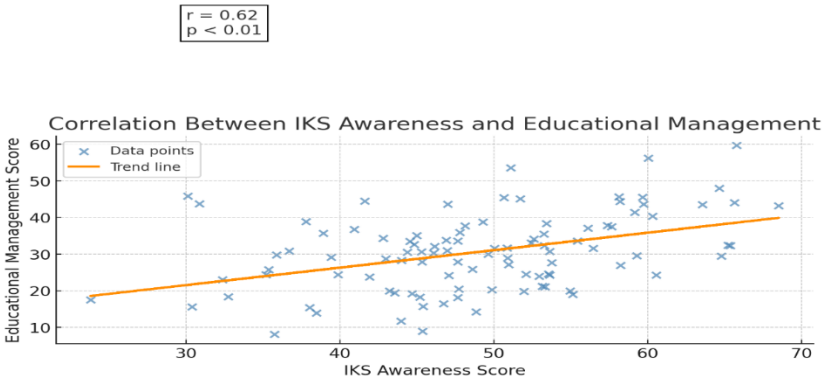


Figure 4 Correlation between IKS and Educational Management Practices.

When the collected data was analysed to find out whether a significant relationship between educational management practices of adolescents and the Indian knowledge system exists or not. The calculated data shows a high positive correlation between educational management

practices and the subject area known as the Indian Knowledge System. The Pearson correlation coefficient between educational management and IKS awareness is r = .62, with a statistical significance of p < .01, thereby indicating that there is a moderately strong and positive relationship between educational management practices of adolescents and the Indian knowledge system, i.e., as IKS awareness increases, adolescents will have increased knowledge and understanding of Indian knowledge system as a subject matter will make them more effective in managing educational requirements and/or tasks. The findings suggest that the values, philosophies, and traditional knowledge of the Indian knowledge system have an important influence on the academic behaviour of adolescents (through the explanation of traditional methodologies such as holistic thinking, discipline, time management, environmental sensitivity, and respect towards educators, etc.). It clearly means that adolescents who are familiar with the various principles of the Indian knowledge system are likely to be better equipped to formulate clear academic objectives, self-discipline, self-control, and intrinsic motivation for the purpose of learning and obtaining academic success based upon one's cultural identity. Additionally, It may also be concluded that the use of traditional practices associated with the Indian knowledge system (i.e., mindfulness and meditation) will have increased concentration and focus in connection with adolescents' academic performance. These abilities will positively impact the development of effective educational management skills and provide evidence that cultural grounding through the Indian knowledge system assists in developing academically and personally for adolescents.

Relationship between ethical understanding and educational management:

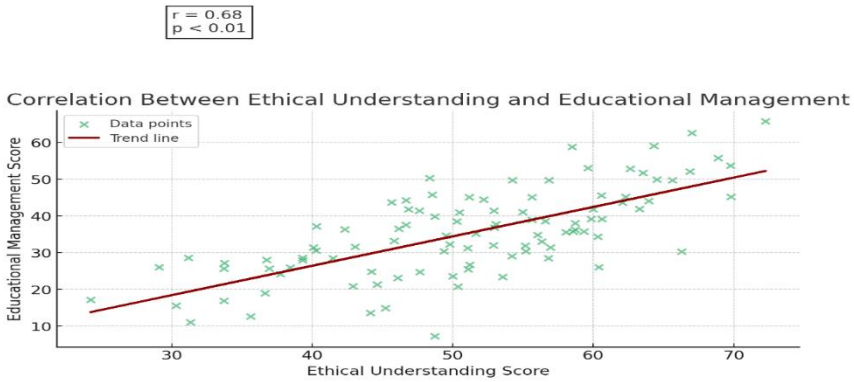


Figure 5: Correlation between Ethical Understanding and Educational Management Practices

To examine the relationship between ethical understanding and educational management practices of college-going adolescents, the Pearson coefficient of correlation was used. The result of the analysis shows that there exists a statistically significant correlation, i.e. r = 0.68; p < 0.01, between levels of ethical understanding and effectiveness in managing educational responsibilities. It clearly indicates that as adolescents develop a greater understanding of ethics and morally sound reasoning capabilities, they will have increased success managing their educational responsibilities. Students with a high level of ethical understanding are more inclined to refrain from engaging in dishonesty such as cheating or plagiarising; be more responsible and accountable for completing homework assignments assigned to them by their teachers in school, parents at home, and preparing for tests; and exhibit respectful behaviours towards their classmates and teachers within the context of their daily educational activities. In addition to having the ability to remain focused on their long-term academic goals and resist negative peer pressure, students exhibiting a high level of ethical understanding will typically demonstrate ongoing, disciplined behaviours in their academic pursuits; demonstrate resilience and fortitude in the face of adversity; and successfully balance cooperation/competition. Collectively, these qualities/factors are determinants of effective educational management and underscore the critical importance of ethical development in assisting adolescents to attain academic success and develop positive character traits.

Conclusion:

On the basis of the obtained results, it can be summarised that gender, levels of IKS awareness and ethical understanding shape adolescents' ability to successfully manage their educational management practices. In addition, it is found that female adolescents are able to manage their educational experience more successfully than male adolescents. This may be related to the higher rates of self discipline and goal orientation of females adolesents as well as the higher level of connection to their culture that many female adolescents experience. Similarly, adolescents who have a greater awareness of the Indian knowledge system and have developed a strong sense of ethical understanding demonstrate a higher level of success in educational organisation, responsibility and attention to educational success. It is also revealed that the two independent variables of the study, family income and pocket money did not yield statistically significant effects on adolescent's ability to manage their educational practices. This suggests that simply having access to financial resources does not determine an adolescent's ability to successfully navigate their educational experience. Hence the null Hypotheses framed earlier “There is no significant difference in educational management of adolescents w.r.t. their Gender, level of IKS awareness and level of Ethical understanding” is rejected. The null hypothesis pertaining to pocket money is partially retained, while the null hypothesis pertaining to family income is fully accepted. Other, Research finding of the study shows that ethics based on intrinsic attributes such as ethics, culturally aware behaviours, and self-regulating actions are more important than wealth or material possessions. Thus, it can be concluded that if we can integrate Indigenous Knowledge Systems into our educational structure along with ethical education, we will be highly successful to create an educational environment that allows all youth to reach their academic potential regardless of their socio-economic status. Integrating value-based education and Indigenous Knowledge Systems into curricula can also enhance students motivation, discipline, and sense of responsibility toward learning.

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