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A STUDY ON INTEREST OF HIGHER SECONDARY STUDENTS IN PHYSICS AND SCIENTIFIC ATTITUDE

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Introduction

The role of science is of utmost importance in raising the level of country from developing to advanced. All doors of economic growth and development pass through the gateway of Physics and scientific advancement. Pt. Jawaharlal Nehru was a firm believer of the crucial importance of science and technology for social transformation. He helped in laying a firm foundation of science education in our county. Science teaches children the necessary skills which they can use in other areas of their lives. Systematic exposure of science to children at early levels of education help in developing lifelong interest for the subject in them. The general observation reveals that not all students perform well in science subject during examination.

Objectives of the Study

The main objectives of the present study are

1. To find the physics and scientific attitude among higher secondary students in
2. To find out if there is any significant difference between male and female Higher secondary students in their mean score of physics and Scientific Attitude
3. To find out if there is any significant association between Medium of Instruction of physics and scientific attitude of Higher secondary students
4. To find out if there is any significant association between Type of school management about physics and Scientific attitude of Higher secondary students
5. To find out if there is any significant association between Location of school physics and Scientific attitude of Higher secondary students
6. To find out if there is any significant association between Parents' Education physics and Scientific attitude of Higher secondary students
7. To find out if there is any significant association between physics and Scientific attitude and participation in Science club activities

Hypotheses of the Study

The following are the Hypotheses of the study

1. The physics and Scientific attitude among Higher secondary students is Positive
2. There is no significant difference between male and female Higher secondary students in their mean score of physics and Scientific Attitude

3. There is no significant association between Medium of Instruction physics and Scientific attitude of Higher secondary students
4. There is no significant association between Type of school management physics and Scientific attitude of Higher secondary students
5. There is no significant association between Location of school physics and Scientific attitude of Higher secondary students
6. There is no significant association between Parents' Education and physics and Scientific attitude of Higher secondary students
7. There is no significant association between Scientific attitude of Higher secondary students and participation in Science club activities

Method Used for the Study

Effective use of the survey method depends on the following points:

- Availability and utilization of adequate source of information
- Definitive objectives
- A clearly defined problem
- An expert's imaginative planning
- Careful analysis and interpretation of data
- Logical and skillful reporting of the findings

Tools Used for the Present Study

The tools are used for the present study to collect data which are given in the below. The tools are meant for the higher secondary students.

- Personal data form
- Science Attitude Scale (SAS) prepared and standardized by Dr.Avinash Grewal (2012)

Description of the Tools

- Personal Data Form
- Physics and science attitude scale

Scoring Procedure of the SAS

The total of score on the scale gives the physics and Scientific Attitude of the Student. The minimum and maximum range of possible Score is 0 -80

Type of Statement	Strongly agree	agree	Undecided	Disagree	Strongly disagree
positive	4	3	2	1	0
negative	1	2	3	4	5

The higher score indicates more positive attitude of students towards Science.

Hypotheses Testing

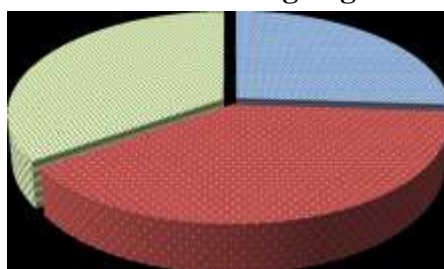
Hypothesis 1

The Physics and Scientific attitude among Higher secondary students is Positive

Table 4.1 Physics and Scientific Attitude among Higher Secondary Students

Negative Attitude		Neutral Attitude		Positive attitude	
N	%	N	%	N	%
78	26	118	39.3	104	34.7

Physics and Scientific Attitude Among Higher Secondary Students



Null Hypothesis 1

There is no significant difference between male and female higher secondary students in their mean score of physics and Scientific Attitude

Table 4.2 Difference among Higher Secondary Students in their Mean Score of Physics and Scientific Attitude in Terms of Gender

Gender	N	Mean	SD	Calculated T Value	Table value	Remark @5% Level
Male	135	52.12	16.464	1.025	1.96	NS*
Female	165	50.16	16.498			

Null Hypothesis 2

There is no significant association between Medium of Instruction and physics and Scientific attitude of higher secondary students

Table 4.3 Association Between Medium of Instruction of Physics and Scientific Attitude of Higher Secondary Students

Variable			Physics and Scientific Attitude			Total	Chisquare	Remarks for df=2
			Negative	Neutral	Positive			
Medium	Tamil	Count	59	72	69	200	4.527	NS*
		Expected Count	52.0	78.7	69.3	200.0		
	English	Count	19	46	35	100		
		Expected Count	26.0	39.3	34.7	100.0		
Total		Count	78	118	104	300		
		Expected Count	78.0	118.0	104.0	300.0		

Null Hypothesis 3

There is no significant association between Type of school management of physics and Scientific attitude of Higher secondary students

Table 4.4 Association Between Type of School Management of Physics and Scientific Attitude of Higher Secondary Students

Variable			Physics and Scientific Attitude			Total	χ^2	Remarks
			Negative	Neutral	Positive			
Type of School Mgmt	Corporation	Count	34	29	37	100	8.936	NS*
		Expected Count	26.0	39.3	34.7	100.0		
	Aided	Count	25	43	32	100		
		Expected Count	26.0	39.3	34.7	100.0		
	Private	Count	19	46	35	100		
		Expected Count	26.0	39.3	34.7	100.0		
Total		Count	78	118	104	300		
		Expected Count	78.0	118.0	104.0	300.0		

Null Hypothesis

There is no significant association between Location of school physics and Scientific attitude of Higher secondary students

Table 4.5 Association Between Location of School Physics and Scientific Attitude of Higher Secondary Students

Variable			Physics and Scientific Attitude			Total	χ^2	Remarks for df=2
			Negative	Neutral	Positive			
Location of school	Rural	Count	65	103	88	256	0.652	NS*
		Expected Count	66.6	100.7	88.7	256.0		
	Urban	Count	13	15	16	44		
		Expected Count	11.4	17.3	15.3	44.0		
Total		Count	78	118	104	300		
		Expected Count	78.0	118.0	104.0	300.0		

Null Hypothesis 5

There is no significant association between Parents' Education of physics and Scientific attitude of Higher secondary students

Table 4.6 Association Between Parents' Educational Level of Physics and Scientific Attitude of Higher Secondary Students

Variable			Physics and Scientific Attitude			Total	χ^2	Remarks
			Negative	Neutral	Positive			
Educational Level of Parents	Illiterate	Count	38	61	50	149	4.034	NS*
		Expected Count	38.7	58.6	51.7	149.0		
	School Level	Count	28	47	46	121		
		Expected Count	31.5	47.6	41.9	121.0		
	College Level	Count	12	10	8	30		
		Expected Count	7.8	11.8	10.4	30.0		
Total		Count	78	118	104	300		
		Expected Count	78.0	118.0	104.0	300.0		

Null Hypothesis 6

There is no significant association between physics and Scientific attitude of Higher secondary students and participation in Science club activities

Table 4.7 Association Between Participation in Science Club Activities of Physics and Scientific Attitude of Higher Secondary Students

Variable			Physics and Scientific Attitude			Total	χ^2	Remarks for df=2
			Negative	Neutral	Positive			
Participation in Science Club Activities	Yes	Count	0	2	24	26	33.656	S**
		Expected Count	6.2	9.6	10.2	26.0		
	No	Count	71	109	94	274		
		Expected Count	64.8	101.4	107.8	274.0		
Total		Count	71	111	118	300		
		Expected Count	71.0	111.0	118.0	300.0		

Major Findings of the Study

- Physics and Scientific attitude is Neutral among Higher secondary students
- 26% of the students are found to have Negative Attitude towards science while only 34.7% of the students have Positive Attitude.
- Male and female Higher secondary students do not differ in their meanscore of physics and Scientific attitude.
- Medium of Instruction is not associated with the physics and Scientific attitude of Higher secondary students.

- Irrespective of the type of school Management, the students are having their similar level of physics and Scientific attitude.
- Location of the school is not implying any influence on the physics and Scientific attitude of Higher secondary students.
- Parents' educational level makes no difference in their wards' Scientific attitude.
- Participation in science club activities in schools surely affects the physics and Scientific attitude of Higher secondary students.

Conclusion

It is evident from the reviewed studies that the positive and significant relationship between physics and scientific attitude and academic achievement has highlighted the need to understand the role of physics and scientific attitude in enhancing the achievement of students in science subject.

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TO STUDY THE IMPACT OF PSYCHOLOGICAL STRESS ON THE ACADEMIC ACHIEVEMENT IN ENGLISH SUBJECT OF PROSPECTIVE TEACHERS AT ELEMENTARY LEVEL

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Abstract

The objective of this study was to investigate the impact of psychological stress on the academic achievement in English subject of prospective teachers at elementary level. It was found that Curriculum related stress is more in girls having more and below 60% marks. Teacher behavior, other factors and integrated related stress was more in girls Curriculum teaching, teacher behavior and integrated related stress was more in Arts students having below than Science and commerce students. It was recommended that teacher need to be aware of the aspects which affect the academic achievement of students so that they can provide necessary guidelines to students.

Keywords: *Psychological stress, Academic Achievement, Prospective Teachers, English subject.*

Introduction

“Stress is the electric power; it can make a bulb light up, however, if the voltage is higher than what the bulb can take, it can burn out the bulb”.

This is an age of anxiety. We have become „cogs“ in the wheel of the industrialized world as Bertrand Russell put it. The symptoms of stress are a kind of restlessness, apathy and despair and marked diminution of zest and zeal.

Need and Importance of the Study

Any interference which disturbs a person’s health, mental and physical well being is called as stress. The word „stress“ is derived from the Latin words, „strict us“ which means „tight“ or „narrow“ and „stringer“ which means „to tighten“. These refer to the internal feelings of constriction that many people feel where they are experiencing stress. In the present study psychological stress is studied in following terms;

- Curriculum related stress
- Teaching related stress
- Practice teaching related stress
- Teacher behavior related stress
- Examination related stress

Objectives of the Study

- To find out the significant difference in percentage analysis of academic achievement in English subject in relation to psychological stress

- To find out the significant difference in academic achievement in English subject between different Examination related stress in relation to psychological stress
- To find out the significant difference in academic achievement in English subject between different Integrated stress in relation to psychological stress

Hypothesis Formulated for the Study

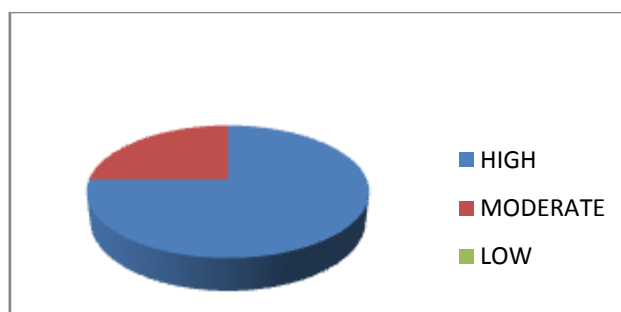
- There is no significant difference in percentage analysis academic achievement in English in relation to psychological stress
- There is no significant difference in academic achievement in English subject between different Examination related stress in relation to psychological stress
- There is no significant difference in academic achievement in English subject between different Integrated stress in relation to psychological stress

Hypothesis 1

There is no significant difference in percentage analysis of academic achievement in English subject in relation to psychological stress

Table 4.1 Percentage Analysis Academic Achievement in English Subject

S.No	Description	No. of Students	Percentage of Students
1.	High	150	50
2.	Moderate	50	16.66
3.	Low	100	33.33

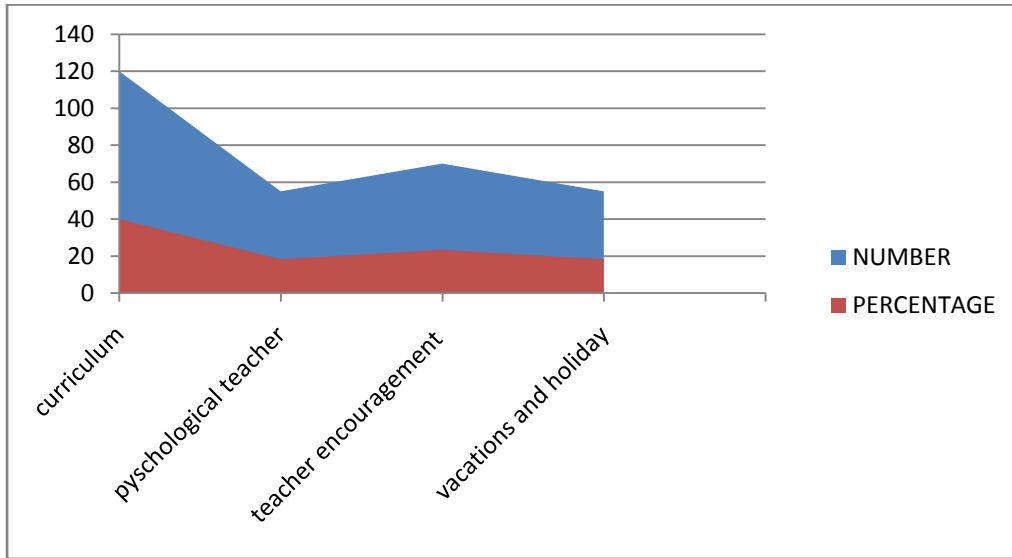


Hypothesis No: 2

There is no significant difference in academic achievement in English subject between different Examination related stress in relation to psychological stress

Table 4.2 Frequency of Academic Achievement in Examination Related Stress

S. No.	Frequency	No	Percentage %
1	Change in curriculum	120	40
2	Psychological reconditioning by teacher	55	18.33
3	Teacher encouragement affections and care	70	23.33
4	Vacations and holidays	55	18.33
Total		300	100

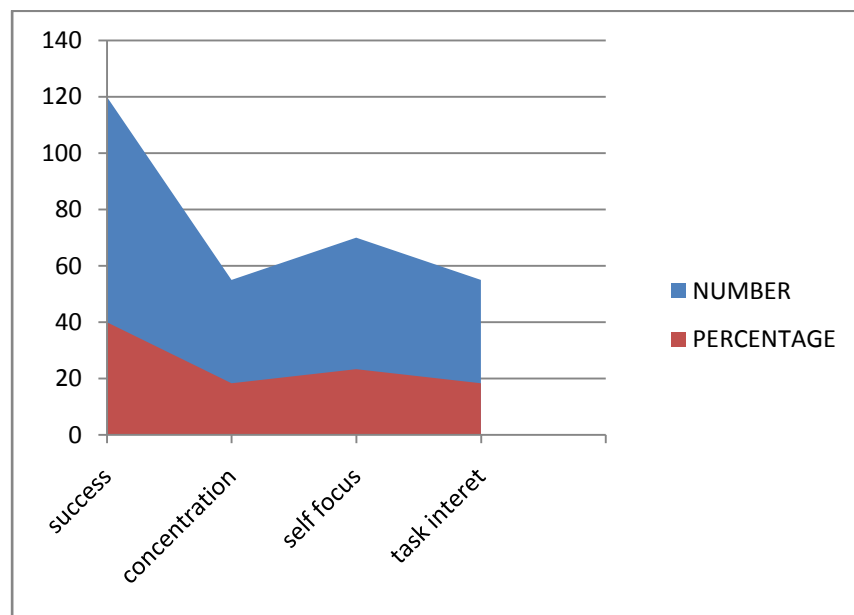


Hypothesis No: 3

There is no significant difference in academic achievement in English subject between different Integrated stress in relation to psychological stress

Table 4.3 Frequency of Academic Achievement in Integrated Related to Pshychological Stress

S. No.	Frequency	No	Percentage %
1	Success motivation	65	21.6
2	concentration	55	18.3
3	Self focus	70	23.3
4	Task interest	110	36.6
Total		300	100



Educational Implications

- Parents will be aware that curriculum and examination related stress influences negatively the academic achievement in English and they will try to avoid conditions of stress.
- Teachers will be also aware about the negative influence of stress on some of academic fields in many cases.
- Teachers and Parents will try to set achievable targets within their means.

Conclusion

Though the present study is complete in itself, it opens certain research avenues to be taken up in future and an attempt to explore a new field. Therefore, future researches are essential to reach on generalization. Following are some topics for future researches which may helpful for future studies;

- This research work can be conducted on other level courses related to teacher training.
- Research can be done on other technical and non-technical courses.

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PROFESSIONAL COMPETENCY OF SENIOR SECONDARY SCHOOL MALE AND FEMALE TEACHERS IN MADURAI DISTRICT

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Abstract

This study investigates teachers' pedagogical content knowledge, professional beliefs, work-related motivation, and self-regulation as aspects of their professional competence. Specifically, it examines how these aspects impact instruction and, in turn, student outcomes. In contrast, teachers' general academic ability did not affect their instruction. The multidimensional model of teachers' professional competence introduced in this article seems suited to stimulate further research on the personal indicators of teacher quality.

Introduction

Teaching profession requires specific knowledge and skills (Abdul Razaq et al., 2013). Therefore, teacher education curriculum is designed to ensure that teachers should be competent in content knowledge and pedagogical skills. Teaching profession is a professional designation which requires resilience, competitiveness and good leadership skills. These come from individual talent and abilities. Good teachers are those who are expert in teaching subject content and able to manage personnel, teaching aids and classroom effectively. Teachers who have undergone training should possess the competencies based on the theoretical knowledge, practical training and soft skills. The teaching implementation depends on the involvement and versatility of teachers in establishing an interesting and effective learning environment.

Need and Significance of the Study

Education is the key which helps to eradicate all kinds of social evils. Secondary education is the gate way of higher secondary education. In this stage the students take decision for their further studies. The teachers handling these adolescent students were facing various problems. To make secondary education more perfect there is requirement for professional competency among the teachers. This is possible if the teachers were in stress free environment. Professionally competent teacher is an asset of an educational institution because they are in charge of the future of the nation. Provision of facilitating working conditions for teachers will help in the enhancement of their professional competency.

Objectives of the Study

The objectives of the study are:

- The level of professional competency among secondary level teachers

- To find out significant difference of Professional Competency of senior secondary school teachers in terms of gender,
- To find out significant difference of Professional Competency of senior secondary school teachers in terms of locality.
- To find out significant difference of Professional Competency of senior secondary school teachers in terms of location of school.

Hypothesis Formulated of the Study

- The level of professional competency among secondary level teachers
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of gender,
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of locality.
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of location of school.

Method Adopted for the Study

The researcher has adopted *Survey Method* of research to find out.

“Professional Competency Of Senior Secondary School Male And Female Teachers In Madurai District”

Survey Method

The Survey method is the technique of gathering data by asking questions to people who are thought to have desired information. A formal list of questionnaire is questions on their demographic interest opinion. Survey research methods can be derived based on two critical factors: Survey research tool and time involved to conduct research. There are three main survey research methods, divided based on the medium of conducting survey research:

Samples for the Study

The investigator has selected from Madurai District by random sampling method is adopted. Among the 10 school teachers in Madurai district.

Tools Used for the Present Study

By keeping various objectives and purpose of the study in mind, Standardized tools by Dr Udayagiri Nageshwara Rao, (2015)

Hypothesis No: 1

The level of professional competency among secondary level teachers

Level of Professional Competency

S. No	Level of professional competency	No of Teachers
1	High	40
2	Low	50
3	Moderate	10
		100

It is evident from Table 4.1 that level of professional competency is 40 of teachers in high. The level of professional competency is 50 of teachers in low. The level of professional competency is 10 of teachers in moderate.

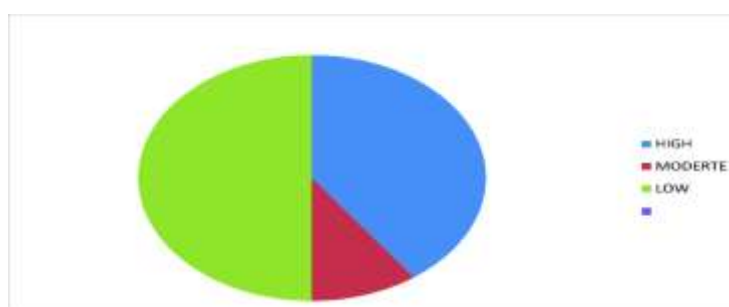


Figure Hows the Level of Professional Competence

Hypothesis No: 2

There is no significant difference of Professional Competency of senior secondary school teachers in terms of gender,

Table Mean, S.D and 'T' Value for the Significant Difference

Professional	Competence Senior Secondary School in Gender					
	N	Mean	Standard Deviation	Calculated 't' value	Table value at 5% level	Remarks
Gender	125	75.31	11.325	0.55	1.96	Not significant
Male	75	76.11	6.532			
Female						

It is evident from table no 4.2 that the obtained 't' value is 0.55 which is less than the table value 1.96 at the 0.05 levels of significance. This shows that there is a not significant difference Professional Competency of senior secondary school teachers terms of gender.

Hence null hypothesis is accepted.

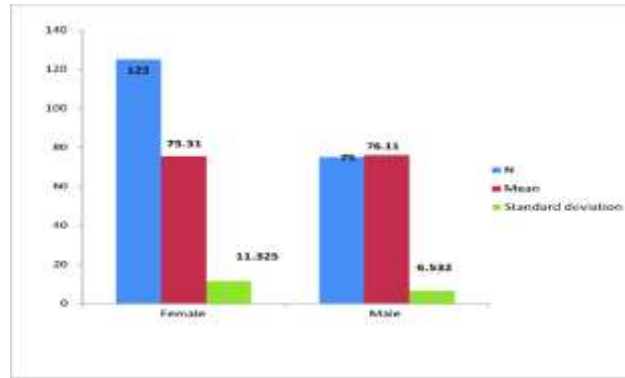


Figure Shows the Significant Difference Professional Competence Senior Secondary School Based on Gender

Hypothesis No: 3

- There is no significant difference of Professional Competency of senior secondary school teachers in terms of locality

Table Mean, S.D and 'T' Value for the Significant Difference Professional Competence Senior Secondary School in Locality

Locality	N	Mean	Standard deviation	Calculated 't' value	Table value at 5% level	Remarks
Rural	169	75.91	10.325	0.966	1.96	Not significant
Urban	31	74.00	6.011			

It is evident from table no 4.3 that the obtained 't' value is 0.966 which is less than the table value 1.96 at the 0.05 levels of significance. This shows that there is a not significant difference in Professional Competency of senior secondary school teachers terms of locality .

Hence null hypothesis is accepted.

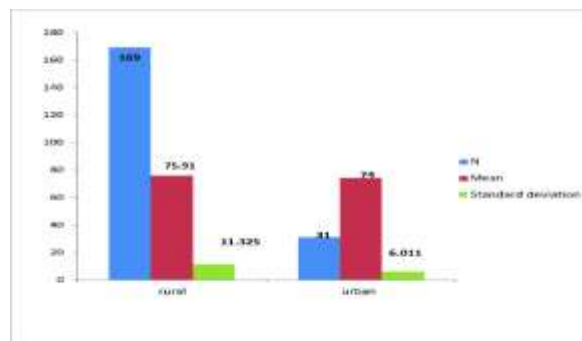


Figure Shows the Significant Difference Professional Competence Senior Secondary School in Based on Locality

Conclusions

This chapter enumerated the details about the analysis of the data in Madurai. The next chapter will describe the findings and conclusion of the study

Finding of the Study

The following hypotheses are proposed for testing in this study.

- The level of professional competency among secondary level teachers. **Hence hypothesis is accepted.**
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of gender. **Hence hypothesis is accepted.**
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of locality. **Hence hypothesis is accepted.**
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of location of school. **Hence hypothesis is accepted.**

Educational Implications of the Study

- Findings of the study will be useful to the teachers for understanding their level of teaching competency and stress.
- Findings of the study will be useful for school management and government officials and to make their school environment good.
- This study may be helpful for academic agencies like NCERT, SCERT, DIET, RMSA and curriculum makers.

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A STUDY ON ATTITUDE TOWARDS USAGE OF SOCIAL MEDIA AND MENTAL ILLNESS DURING COVID-19 AMONG ARTS AND SCIENCE FACULTY IN MADURAI DISTRICT

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Abstract

In this title aim of assessing of clinical Psychology and research says: The Covid 19 pandemic has led faculties to an unpredictable scenario. Therefore the aims of this study were to explore how have been facilities affected by the lockdown with respect to their mental health and their relationships, in three main fields work family and social relationship. Every single person in this world is using social media in one or the other way. Therefore, it is natural that social media has an impact on peoples' everyday lives specially the youth. Social media has changed peoples' eating and drinking habits, fashion and lifestyle, thinking and behaviour, interaction pattern and relationship values, knowledge and information level etc. This is a marketing study to understand the growth of UCaaS in the pre and post Covid-19 conditions globally and with special focus on India.

Introduction

Social media was not just invented. It was a long process of development which resulted in today's social media world. Social media cannot be accessed without a device and a connection. A device is needed to access the social media as it is just signals which are intangible. Long time ago one of the revolutionary invention that changed the world was the invention of "Computer". It is through this device that we can access social media. Computers are now a fact of life. This electronic machine has so deep impact on our society that we can't even imagine a day without computers in our lives. The life without computers is impossible now a day. A computer is an electronic device or machine in which the instructions are given normally by the software to carry out the sequences of arithmetic and logical operations automatically through computer programming.

Need and Significance of the Study

In the present study, the investigator analysed in the correlation in mental illness and social media during Covid 19 in the chapters A variety of factors contribute to someone's knowledge of technology, including socioeconomic status. For instance, if an adolescent does not have the means to purchase and practice using new technology, he/she might not be comfortable using it in the classroom. Also, some teenagers may simply shriek from new technology. We are assuming that adolescents understand social media can lead to an uncomfortable class session and a drop in adolescent self-esteem. If teachers are asking students to participate in websites they are uncomfortable with, students will not be as

inclined to learn. If teachers are so inclined to use digital media in the classroom, it is important that they explain how to use certain websites and allow students to practice.

Objectives of the Study

- To find out the significant difference in the attitude towards usage of social media and mental illness during covid 19 among gender.
- To find out the significant difference in the attitude towards usage of social media and mental illness during covid 19 among locality.
- To find out the significant difference in the attitude towards usage of social media and mental illness during covid 19 among location of college.

Hypotheses Formulated of the Study

- There is no significant difference between attitude towards usage of social media and mental illness during covid 19 among gender
- There is no significant difference between attitude towards usage of social media and mental illness during covid 19 among locality
- There is significant difference between attitude towards usage of social media and mental illness during covid 19 among location of college

Method Adopted for the Study

The Investigator has adopted survey method of research to find out the.

"A Study On Attitude Towards Usage Of Social Media And Mental Illness During Covid-19 Among Arts And Science Faculty In Madurai District"

Survey Method

Survey method is mostly devoted to the study characteristics of the populations under investigations. This type of research has the advantage of greater scope in the sense that a large volume of information can be collected from a very large population.

Samples for the Study

The investigators have randomly selected for the present study, the investigator has stratified used only selected 200 faculty members from 6 colleges in Madurai District Area through stratified random sampling technique.

Tools Used for the Present Study

The investigator used the tool for study is "A Study on Attitude Towards Usage of Social Media and Mental Illness During Covid-19 Among Arts and Science Faculty in Madurai District".

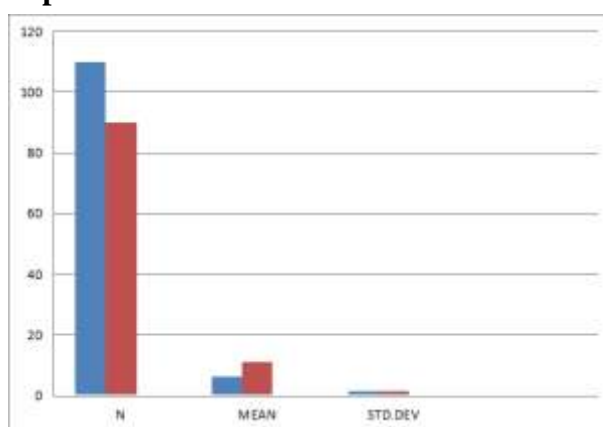
Hypothesis I

- There is no significant difference between attitude towards usage of social media and mental illness during covid 19 among gender.

Gender	N	Mean	Standard deviation	Calculated 't' value	Table value at 0.5% level	Remarks
Male	90	11.12	1.59	1.57	1.96	Not significant
Female	110	6.20	1.40			

It is evident from table no 4.1 that the obtained 't' value is 1.57 which is lower than the table value 1.96 at the 0.05 levels of significance. This shows that there is no significant attitude usage of social media and mental illness during covid 19 in gender.

Hence hypothesis is accepted



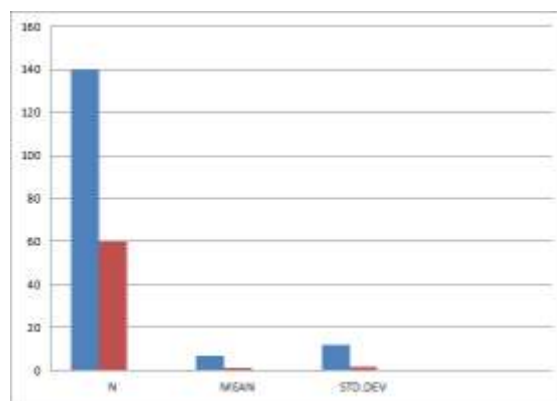
Hypothesis No 2

There is no significant difference between attitude towards usage of social media and mental illness during covid 19 among locality

Locality of school	N	Mean	Standard deviation	Calculated 't' value	Table value at 0.5% level	Remarks
Rural	140	6.82	1.26	0.0096	1.96	Not significant
Urban	60	12.13	1.76			

It is evident from table no 4.2 that the obtained 't' value is 0.0096 which is lower than the table value 1.96 at the 0.05 levels of significance. This shows that there is no significant attitude usage of social media and mental illness during covid 19 in locality.

Hence hypothesis is accepted.



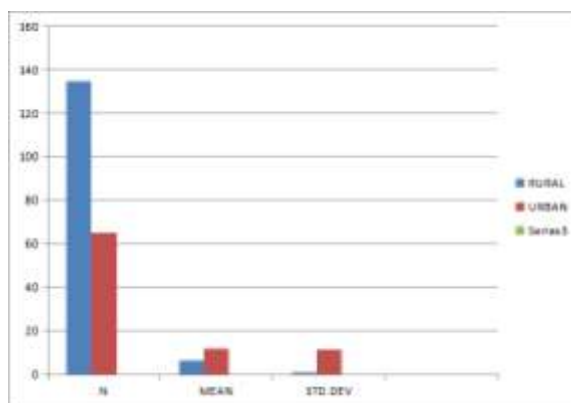
Hypothesis No: 3

There is significant difference between attitude towards usage of social media and mental illness during covid 19 among location of the college.

College Location	N	Mean	Standard deviation	Calculated 't' value	Table value at 0.5% level	Remarks
Rural	145	12.81	2.15	3.53	1.96	significant
Urban	55	61.8	3.56			

It is evident from table no 4.3 that the obtained 't' value is 3.53 which is greater than the table value 1.96 at the 0.05 levels of significance. This shows that there is significant attitude usage of social media and mental illness during covid 19 in college location.

Hence hypothesis is rejected



Conclusion

In the present study, the investigator analysed the correlation in mental illness and social media during covid-19. In the first chapter, the investigator has given an introduction on English teaching methods. The second chapter deals with the review of related literature. The investigator referred nearly forty one studies. In the third chapter, the investigator discussed about the design of the study. The fourth chapter deals with the analysis of data which are

given in tabular form and interpretations are also given. This chapter deals with the findings, discussions, educational implications, suggestions for further research and conclusion.

Finding of the Study

The following are the objectives of the present investigation:

- To find out the significant difference in the attitude towards usage of social media and mental illness during covid 19 among gender. Hypothesis is accepted
- To find out the significant difference in the attitude towards usage of social media and mental illness during covid 19 among locality. Hypothesis is accepted
- To find out the significant difference in the attitude towards usage of social media and mental illness during covid 19 among location of school Hypothesis is rejected.

Educational Implactions of the Study

It has been found that faculty members are having attitude impacts covid 19 in colleges . The study has show that there were differences among faculty members In their attitude plays a vital role of college in their mentality.

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ATTITUDE TOWARDS ONLINE CLASS INRELATION TO MATHEMATICS LEARNING AMONG SECONDARY STUDENTS

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Abstract

Students' attitude towards mathematics has been a factor that is known to influence students' achievement in It has been established that students' attitudes toward mathematics can have an impact on their mathematical achievement. The goal of this study is to determine how pupils feel about mathematics and whether there are any differences between students of different genders in this regard at a particular Maldivian school. A survey asking about students' attitudes toward mathematics was given to 200 secondary pupils in total. The pupils provided answers to questions on their own level of confidence in mathematics and how useful they thought it was. The findings indicate that there is no gender difference in the students' attitudes and that their level of positive attitude toward mathematics is average. Students' attitude towards mathematics has been a factor that is known to influence students' achievement in

Introduction

Understanding maths is a crucial skill in today's world (Baroody, 1987). It is a tool that we can utilise in our daily lives to get through the challenges we confront (Bishop, 1996). As a result, math has long been regarded as one of the most crucial core subjects in the curriculum. The likelihood of teaching mathematics in schools and colleges worldwide is higher than that of any other topic (A. Orton, D. Orton, & Frobisher, 2004). Standardized tests and evaluations, however, show that students don't perform at the level that is expected.

Over time, the issue of student underachievement in mathematics has spread to worry all nations, rather than just a few (Pisa, 2003). Maldivian children have consistently performed very poorly in math.

According to Ministry of Education of Maldives, only 28.4% of students who have participated in GCE O'level

Cambridge examination in 2007 have passed above "C" grade. The results of 2008 also showed similar kind of trend where 66.8% of students getting grades below the expected level (Ministry of Education, 2011). These alarming results divert the attention of researcher to find out the reasons for the low performance of Maldivian students in mathematics. However, Maldives do not have any research conducted on this area suggesting reasons for low performance of the students.

Need and Importance of the Study

Currently, the usage of applications in learning and teaching processes has risen due to the online class style brought about by COVID 19. Finding out how secondary students feel about taking online classes in relation to learning mathematics is the main contribution of this study. The students may be reached extremely effectively with this online class strategy. The pupils can quickly access subject knowledge through this way. Each student follows a distinct path when studying mathematics online. Secondary students' mathematical learning is enhanced by technological support. Online math classes encourage a shift in the teacher-learner dynamic and provide unrestricted access to network resources. For use with secondary pupils, this approach is regarded as successful. The use of online classes improves motivation, autonomy, participation, mathematical concepts, outcomes, and grades.

Objectives of the Study

- To determine whether there are any gender-related significant differences in secondary students' attitudes on learning mathematics in online classes.
- To determine whether there are any notable differences in secondary students' attitudes regarding online learning in terms of localised mathematics instruction.
- To determine whether there are any notable differences in secondary students' attitudes toward taking online classes in terms of where in the school they learn mathematics.

Hypothesis Formulated for the Study

- There is no discernible gender difference in secondary students' attitudes regarding online classes related to learning mathematics.
- There are no appreciable differences in secondary pupils' attitudes regarding online instruction in terms of localised mathematics learning.
- There are no appreciable differences in secondary students' attitudes toward online instruction in terms of learning mathematics based on where they attend school.

Terms and Definitions

Online Class

According to Hodges et al., creating the necessary materials for online teacher training takes time. Bojovic et al., Chakraborty, and other researchers found that teachers still lack confidence in using online assessment tools. According to Aguilera-Hermida, teachers' experiences can be closely related to students' experiences.

Secondary Students

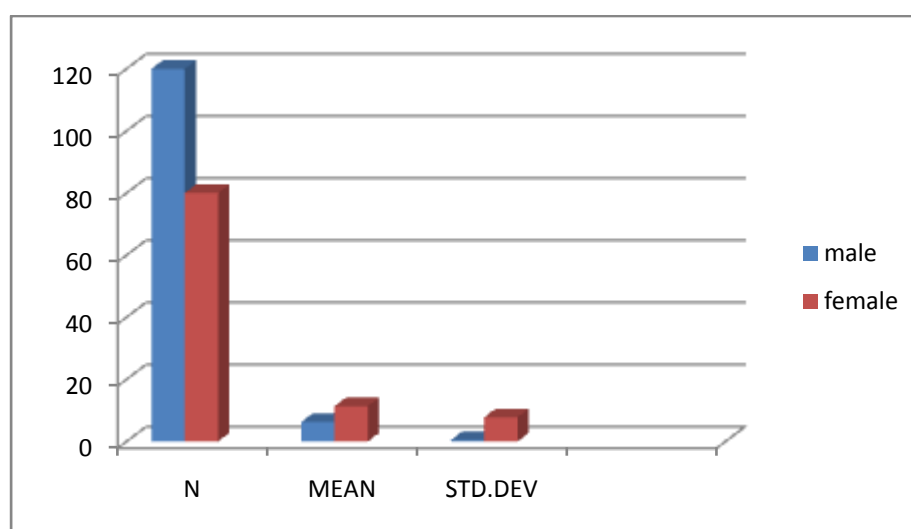
The Madurai district's secondary school pupils are in the grade of education known as secondary students, which covers standards 1X through X11. Like government schools and government-aided schools in Madurai, these institutions could be connected. Data was gathered from 200 secondary school pupils in 6 schools in the Madurai district.

Hypothesis 1

There is no discernible gender difference in secondary students' attitudes toward online classes related to learning mathematics.

Table 4.1 Mean, S.D and 'T' Value for the Significant Difference Attitude Towards Online Class in Relation to Mathematics Learning in Terms of Gender

Gender	N	Mean	Standard deviation	Calculated 't' value	Table value at 0.5% level	Remarks
Male	120	6.27	0.448	1.95	1.96	Not significant
Female	80	11.37	1.931			

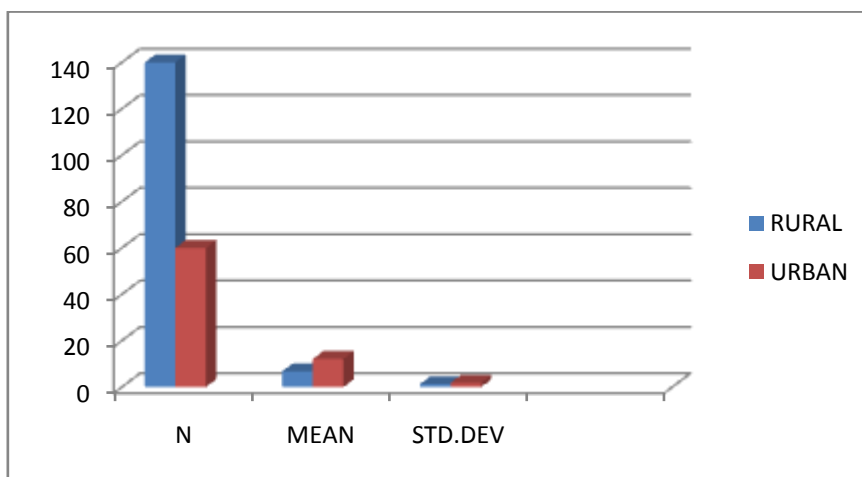


Hypothesis No: 2

There is no discernible change in secondary pupils' attitudes regarding online classes in terms of learning mathematics locally.

Table 4.2 Mean, S.D and 'T' Value for the Significant Difference Attitude Towards Online Class in Relation to Mathematics Learning in Terms of Locality

Locality	N	Mean	Standard deviation	Calculated 't' value	Table value at 0.5% level	Remarks
Rural	140	6.821	1.26	1.06	1.96	Not significant
Urban	60	12.13	1.76			

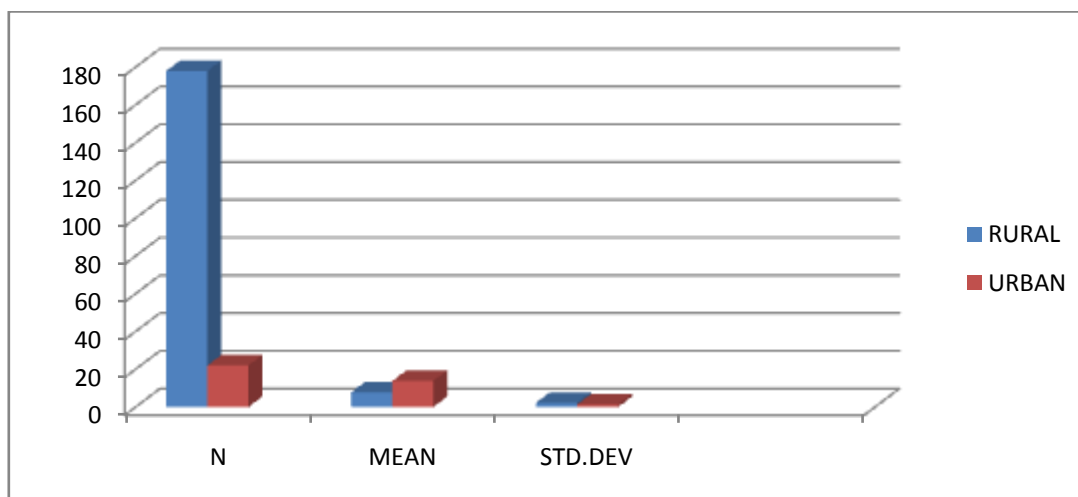


Hypothesis No: 3

There is no discernible difference in secondary students' attitudes toward online classes in terms of learning mathematics based on where they attend school.

Table 4.3 Mean, S.D and 't' Value for the Significant Difference Attitude towards Online Class in Relation to Mathematics Learning in Terms of School Location

School location	N	Mean	Standard deviation	Calculated 't' value	Table value at 0.5% level	Remarks
Rural	178	7.84	2.28	1.19	1.96	Not significant
Urban	22	13.8	1.32			



Recommendations

The study's results are useful for classroom instruction on a daily basis. The findings suggest that Direct Experience Method might be implemented in classrooms for online learners. The Direct Experience Method encourages better comprehension and retention, which enhances the math skills of the concerned learners. As a result, the Direct Experience

Method could be used in all educational settings, particularly for the benefit of students who experience serious learning difficulties.

Conclusion

Since the students' favourable attitude toward mathematics is at a medium level, it can be concluded from this research that there may still be potential for development. It's interesting to note that respondents to this study have a generally positive attitude, despite Maldivian students' lower math performance. The study also demonstrates that there are no appreciable differences between male and female students in terms of their attitudes toward mathematics. Therefore, there is no attitude disparity between genders. It is strongly advised that every effort be made to change students' attitudes about mathematics and that additional research be done to identify the elements impacting students' attitudes should. Additionally, research could be done to determine whether there is a connection between student behaviour and academic performance in Madurai's schools.

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CONSTRUCTION AND VALIDATION OF INTERPERSONAL INTELLIGENCE SCALE FOR ADOLESCENTS

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Abstract

The study is to construct and validate a interpersonal intelligence scale (IIS). The scale has been constructed by Likert methods of summation to obtain a five point judgment of strongly disagree, disagree, undecided, agree, and strongly agree on each items. The final tool has 31 items related to interpersonal intelligence. Item analysis was done by item-total correlation method. The constructed tool had face and concurrent validity and the reliability was found to be 0.790.

Keywords: *Construction, Validation, Interpersonal Intelligence Scale, Adolescents.*

Introduction

Interpersonal intelligence is crucial due to the fact it may enhance how one communicates with others. It can also additionally assist one increase greater real friendships or grow to be a person that human beings can depend on for emotional help and stability. It also can assist make one greater appropriate for a number of professions that contain interacting with human beings. It also can assist make one greater appropriate for a number of professions that contain interacting with human beings. By definition, interpersonal intelligence is the capacity to apprehend and relate to a huge style of human beings. By growing one innate information of human beings and their feelings, having the ability to explicit one clearly, information the way to as it should be assert one need, influencing others and resolving conflict, one can also increase our interpersonal intelligence.

Objective of the Study

The objective of the study is to construct and validate the interpersonal intelligence scale for Adolescents.

Need for Measuring Proactive Attitude

Interpersonal intelligence is the ability to effectively communicate with others. It relates to a person's talent for relating to and understanding the motives and actions of others (Terrell, S, 2018). The following Interpersonal Intelligence Scale constructed and validated by various researchers were referred to: (1) Interpersonal Intelligence Scale (2018) (2) Interpersonal Intelligence Inventory (2018) and (3) Interpersonal Intelligence Scale (2019). These tools ensured the researchers to construct an Interpersonal Intelligence Scale as these tools are not suitable for the present study.

Construction of Interpersonal Intelligence Scale

In order to construct the tool at the preliminary stage, the investigator referred many books, consulted the experts, who are familiar with the attitude in various fields, and also reviewed literatures, and referred online resources and finally gathered information regarding interpersonal intelligence. As many as 100 items were framed with different dimensions. In consultation with the experts, some of the repeated items were deleted and hence the draft tool had 80 items.

Pilot Study

After the construction of the interpersonal intelligence scale, the investigators decided to administer the tool. The tool with 80 items was administered to 100 adolescent students randomly chosen from Senthil Murugan Government Girls Higher Secondary School, Tiruchendur in Thoothukudi district. The adolescents were asked to tick their response of the given statements in the given space. The filled up questionnaires were collected and scored in the order of 1 to 5. Scores obtained by each individual were used for item analysis.

Item Analysis

The total score of Interpersonal intelligence ranges between 80 and 400. Item total and the sum of each individual score were calculated and item-total correlation was found. The Item Total Correlation's value below 0.2 was deleted in the tool. Thus 49 items were removed from the tool. The final draft consists of 31 items. The items analysis for IIS was given below.

Interpersonal Intelligence Scale

Item Analysis Results (Method: Item Vs Total Product Moment Correlation)

Item No	γ value	Remarks	Item No	γ value	Remarks	Item No	γ value	Remarks	Item No	γ value	Remarks
Item1	0.108558	Detained	Item21	0.102321	Detained	Item41	0.314822	Selected	Item61	0.306202	Selected
Item2	0.150954	Detained	Item22	0.111943	Detained	Item42	0.104813	Detained	Item62	0.129764	Detained
Item3	0.463334	Selected	Item23	0.104962	Detained	Item43	0.122247	Detained	Item63	0.377851	Selected
Item4	0.210252	Selected	Item24	0.069282	Detained	Item44	0.130172	Detained	Item64	0.009601	Detained
Item5	0.12642	Detained	Item25	0.51489	Selected	Item45	0.44495	Selected	Item65	0.330984	Selected
Item6	0.13555	Detained	Item26	0.128017	Detained	Item46	0.310351	Selected	Item66	0.111129	Detained
Item7	0.544991	Selected	Item27	0.124355	Detained	Item47	0.461642	Selected	Item67	0.130898	Detained
Item8	0.071669	Detained	Item28	0.248995	Selected	Item48	-0.00671	Detained	Item68	0.005512	Detained
Item9	0.107092	Detained	Item29	0.489348	Selected	Item49	0.288215	Selected	Item69	0.310752	Selected
Item1	0.41952	Selected	Item30	0.148878	Detained	Item5	0.11916	Detained	Item70	0.10435	Detained

0	3				d	0	5			5	
Item1 1	0.39609 1	Selected	Item31	0.293525	Selecte d	Item5 1	0.12861 3	Detained	Item71	0.35365 6	Selected
Item1 2	0.11033 2	Detained	Item32	0.129782	Detaine d	Item5 2	0.07234 2	Detained	Item72	0.07682 5	Detained
Item1 3	0.53370 6	Selected	Item33	0.139394	Detaine d	Item5 3	0.26221 4	Selected	Item73	0.35760 1	Selected
Item1 4	0.13731 2	Detained	Item34	0.124359	Detaine d	Item5 4	0.10734 4	Detained	Item74	0.12277 2	Detained
Item1 5	0.56966 1	Selected	Item35	0.307188	Selecte d	Item5 5	0.11889 5	Detained	Item75	0.28038 3	Selected
Item1 6	- 0.24396	Detained	Item36	0.299433	Selecte d	Item5 6	0.01870 3	Detained	Item76	0.23207 7	Selected
Item1 7	0.14629 4	Detained	Item37	0.312584	Selecte d	Item5 7	0.15839 9	Detained	Item77	0.22428 2	Selected
Item1 8	0.31926 3	Selected	Item38	0.077463	Detaine d	Item5 8	0.10592 8	Detained	Item78	0.13168 2	Detained
Item1 9	0.11100 9	Detained	Item39	0.126554	Detaine d	Item5 9	0.04663 3	Detained	Item79	0.10927 5	Detained
Item2 0	0.0778	Detained	Item40	0.106862	Detaine d	Item6 0	0.21095 4	Selected	Item80	0.11019 1	Detained

Establishing the Validity

The validity of the tool can be found in different methods. For the tool, IIS, the investigator established the face and concurrent validities.

Face Validity

The tool IIS was given to the subject experts in the field of education and their opinions were obtained. Necessary rewording and rephrasing of the items in the scale were done with the help of the experts.

Concurrent Validity

The final tool of interpersonal intelligence scale with 31 items has been administered to 100 adolescent students of Senthil Murugan Government Girls Higher Secondary School, Tiruchendur of Thoothukudi district. In addition to the self-made tool of interpersonal intelligence scale, the standardized tool Sudhakar and Magalingam interpersonal intelligence Scale with 29 items was administered to the adolescent students in order to establish the concurrent validity and the correlation between two scores was found by Pearson Product Moment Correlation. The value of concurrent validity is 0.915438.

Establishing Reliability

Test and Retest Method

To find out the tool reliability, the draft tool with 31 items was administered to the randomly selected 100 adolescent students of Senthil Murugan Government Girls Higher Secondary School, Tiruchendur of Thoothukudi district. After 10 days of interval, the same tool was administered to the same group of adolescents of the same school. After the collection of the data, the correlation between the two scores was found. The reliability coefficient was found to be 0.790.

Final Tool

The final tool contained 31 items in which 7 items to empathy, 5 items to interactivity, 7 items to amiability, 5 items to sensitivity and 7 items to perspicacity respectively. The responses to the tool were comforted on a 5 point scale of strongly disagree, disagree, undecided, agree, and strongly agree on each items. The responses were given the score of 1, 2, 3, 4, 5 for negative statement and 5, 4, 3, 2, 1 for positive statement.

Sl.No	ITEMS	1	2	3	4	5
1	I can sense the feelings, even if the peers do not tell me.					
2	Sometimes I don't feel sorry for other people when they are having problems.					
3	When someone else is feeling excited, I tend to get excited too.					
4	It upsets me when someone is being treated disrespectfully.					
5	When I'm reading a story book, I think about how I would react if I was one of those characters.					
6	When a friend is sad, I try to make him/her to be happy.					
7	I have told my friends "not to get upset for anything" or "stop to worry".					
8	When I don't understand what a teacher teaches, then I will ask questions to teacher in the classroom conversation.					
9	I can avoid or change the topic when someone comes up with their own ideas.					
10	While I'm speaking, It is easy for me to recognize the reaction of others.					
11	In the conversation, I take care about things of interest to both myself and the other person.					
12	Before forgetting anything, I want to convey it to others by interrupting them.					
13	I enjoy socializing with my friends.					
14	I would be better in discussing the problem of friends by respecting their feelings rather than giving practical solutions.					
15	I have a warm relationship with my parents/care giver.					
16	If I moved to a new area, I would put more effort to make new friends.					
17	When I have a personal problem, I feel that it is better to share it with a friend.					
18	My friends express that I am an easy-going and friendly person.					
19	I have the assurance that my friends will support me if I am in difficulty					
20	While playing with my peers, I compete with them without nervous or shaky.					

21	If I feel criminal in the society, then It would scare me.						
22	I feel meaningless if there is no improvement in my group activities.						
23	I should know what I receive through emotional learning in my classroom.						
24	If I lose the trust of my neighbor, then I would feel that my work as a friend would be meaningless.						
25	While teaching other group, I can understand the challenges in it.						
26	I understand giving priority to the handicap students is a good habit.						
27	Always I can understand the teacher's thoughts.						
28	I am interested to understand the behavior of my friends						
29	I can understand the conflicts among friends.						
30	I don't like to understand the circumstance before I take any decisions.						
31	I search friend to offer me guidance when I'm stress.						

Conclusion

The investigators constructed and standardized a tool for interpersonal intelligence. This tool can be used by all the researchers to find out the interpersonal intelligence and to analyze the various factors associated with it, so that the necessary steps can be taken to overcome the barriers. The investigators have a belief that this interpersonal intelligence scale will be beneficial for school adolescents.

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CORRELATION BETWEEN ACHIEVEMENT MOTIVATION AND ACHIEVEMENT IN ENGLISH OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The present study's focus was to ascertain the influence of the correlation between achievement motivation and achievement in English among higher secondary school students. A descriptive survey method was used to conduct the study. The sample comprises 300 higher secondary school students acquired from ten higher secondary schools in Srivilliputhur Taluk through a simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of achievement motivation of higher secondary school students is moderate in the Virudhunagar district. The findings reveal a significant relationship between achievement motivation and achievement in English of higher secondary students.

Keywords: *Study skills, Achievement in English, survey method, SPSS software.*

Introduction

Education is one of the basic needs of human beings. Education can bring about change. Education is one of the essential building blocks for a nation as it serves as an economic and social development instrument. Through education, a child gets equipped with skills and competencies necessary for a successful life. Education is a process of development from birth to death. Education refines sensitivities and perceptions contributing to individual growth and development, social cohesion, and national spirit. Education hence, as a system, becomes a potent instrument for the achievement of society's goals. Modern educationists may consider education an essential requirement for social justice and equity. Jurists may find their answer in the constitutional commitments and also in the judgments delivered by the courts in different cases. Psychologists may consider it an important tool to bring an effective change in the behavior pattern of the pupils; economists may hope for prosperity and economic well-being of the general public. Others may treat it as a step toward further education. However, all have advocated the need for education for all.

Significance of the Study

Achievement motivation is a central concept in the teaching-learning process. Without proper motivation, students cannot achieve their educational goals. Achievement motivation is considered an essential factor in students' academic achievement. Achievement motivation is a combination of psychological forces which initiate, direct and sustain behavior towards successful attainment of some goal that provides a sense of significance. The purpose of an individual is influenced by his attitudes towards himself. Self-attitudes are regarded as a part

of a person's self-concept. Even though most students have high academic achievement levels, some are at low levels of academic achievement. And also, academic achievement is fulfilled by academic motivation. Once the students have imbibed achievement motivation, self-concept, and social perception, their academic achievement will be much more praiseworthy. Because of the facts mentioned above, the investigator is convinced that a study on the achievement motivation of higher secondary students about their academic achievement is meaningful.

Objectives of the Study

1. To find out the level of academic achievement of higher secondary school students.
2. To find out the level of achievement in English of higher secondary school students.

The Hypothesis of the Study

1. There is no significant difference between rural and urban higher secondary school students in their achievement in motivation.
2. There is no significant difference between rural and urban higher secondary school students in their achievement in English.
3. There is no significant relationship between achievement motivation and achievement in English of higher secondary school students.

Methodology

The researcher adopted a descriptive survey method to conduct this study.

Population for the Study

The population of the present study is the higher secondary students of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 students from *ten* higher secondary schools of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Tool

- The achievement motivation questionnaire was prepared and validated by the investigator and guide.
- The students' English achievement is assessed by the marks they obtained in the Half-yearly examinations in English subject.

Statistical Techniques

Percentage, Mean, Standard Deviation and coefficient of correlation.

Analysis of Data

Objective 1

To find out the level of Achievement motivation of higher secondary students.

Table 1.1 Level of Achievement Motivation of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
76	25.3	147	49.0	77	25.7

It is inferred from the above table that 25.3% of prospective teacher have low, 49.0% of them have moderate, and 25.7% of them have high level of Achievement motivation of higher secondary students.

Objective 2

To find out the level of achievement in English of higher secondary students.

Table 1.2 Level of Achievement In English of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
132	44.0	129	43.0	39	13.0

It is inferred from the above table that, 25.3% of prospective teacher have low, 49.0% of them have moderate and 25.7% of them have high level of achievement in English of higher secondary students.

Null Hypothesis 1

There is no significant difference between rural and urban higher secondary school students in their achievement in motivation.

Table 1.3 Difference between Rural and Urban Higher Secondary School Students in their Achievement Motivation

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	167	117.323	17.192	4.553	S
Urban	133	108.736	14.9224		

It is inferred from the above table that calculated 't' value (4.553) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between rural and urban higher secondary school students in their achievement motivation.

Null Hypothesis 2

There is no significant difference between rural and urban higher secondary school students in their achievement in English

Table 1.4 Difference between Rural and Urban Higher Secondary School Students in their Achievement in English

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	167	78.623	5.6703	3.609	S
Urban	133	75.376	9.7379		

It is inferred from the above table that calculated 't' value (3.609) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that There is significant difference between rural and urban higher secondary school students in their achievement in English

Null Hypothesis 3

There is no significant relationship between achievement motivation and achievement in English of higher secondary students.

Table 1.5 Significant Relationship between Achievement Motivation and Achievement in English of Higher Secondary Students

Variables	N	df	Table value	'r' Value	Remarks	Level
Achievement motivation VS Achievement in English	300	298	0.064	0.188	S	A strong uphill (positive) linear relationship

The above table 4.25 impels that calculated 'r'-value is greater than the critical values of 0.064 at 0.05 level of significance. Hence, the null hypothesis is rejected. There is a significant relationship between achievement motivation and achievement in English of higher secondary students. A stronger and positive linear achievement motivation and achievement in English of higher secondary students.

Finding of the Study

- The level of study skills of higher secondary students. is moderate.
- The level of achievement in English of higher secondary students. is moderate.
- There is a significant difference between rural and urban higher secondary school students in their achievement motivation.
- There is a significant difference between rural and urban higher secondary school students in their achievement in English.
- There is a significant relationship between achievement motivation and Achievement in English of higher secondary students.

Interpretation

1. The finding of the study of results shows that there is a significant difference between rural and urban higher secondary school students in their achievement motivation. Rural students better than urban in their achievement motivation. This is may be due to the fact that rural students have more confidence, patience, courage etc.
2. The finding of the study of results that concluded that there is a significant relationship between achievement motivation and achievement in English of higher secondary students. A stronger and positive linear achievement motivation and achievement in English of higher secondary students. This is due to the fact that achievement motivation increased automatically achievement in English increased.

Recommendations

1. The students in Virudhunagar district should be given proper attention and care by their parents. And the parents should avoid any distraction like chatting & browsing unnecessarily
2. This investigation indicates that hostellers are better than day scholars in academic achievement. The day scholars may be given extra coaching and provide conducive environment at home.
3. The study reveals that students studying in English medium have scored very low in academic achievement. The parents and teachers teach them the reality of life and the importance of academic achievement.

Suggestions for the study

1. This study can be extended to the Arts and Science college students. E.g "A study of Achievement motivation, Self-concept and Social perception of college students in relation to their Academic Achievement"
2. This study can be extended to the Tribal community students. E.g "A study of Achievement motivation, Self concept and Social perception of students of Tribal community."
3. The study can be conducted throughout Tamil Nadu. E.g "A study of Achievement motivation. Self-concept and Social perception of College students in relation to their Achievement in Tamil Nadu."

Conclusion

The main aim of education is to develop all-round personality of the child to grow as a useful citizen of any society. any development needs motivation, motivation leads to the development of self-concept. if self-concept is improved there will be betterment in all the areas of life. so as the life of the students, if a student becomes an useful citizen needs motivation and self-concept. his achievement in academic activities makes him to be productive. if a person is socially productive, then he will be an useful member of a society. if anyone to be socially productive and useful there is need for a right perception of a society, thereby fulfils the above mentioned aim of education. from the study, the investigator has

realized and proved that the three variables which have been explained above are very much needed for the students to achieve better.

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