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DECISION MAKING STYLE AND ACHIEVEMENT IN MATHEMATICS AMONG HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

This investigation was done to see if there is any significant relationship between decision making style and achievement in mathematics among higher secondary students in Virudhunagar district. The sample comprises of 300 higher secondary students acquired from ten higher secondary schools in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that the level of decision making style and achievement in mathematics among higher secondary students are moderate.

Keywords: *Decision Making Style, Achievement in Mathematics Higher Secondary Students Descriptive, Survey Method and SPSS.*

Introduction

Decision-making can be regarded as the cognitive process resulting in the selection of a belief or a course of action amid several alternative possibilities. Every decision-making process produces a final choice that may or may not prompt action. Decision-making is the study of identifying and choosing alternatives based on the values and prespects of the decision maker. Decision-making is one of the central tasks of management and is a huge part of any procedure of implementation.

Mathematics is known as an exact science because of its precision. There is no place for subjectivity and personal equation in Mathematics. Mathematically obtained results are either correct or incorrect not allowing any stand to be taken in between. There should be no difference of opinion between the teacher and the student regarding the solution of the problem. The student can verify his result by reverse process. It is possible for the student to remove his difficulties by self- effort and to be sure of the removal. The success of personal effort is a source of pleasure for him. He develops faith in self-support which is the secret of success in life. So the teacher of Mathematics should develop accuracy among the students in solving problems.

The successful reading of a goal used, particularly, to refer to real-life success and when evaluating a person's life. Achievement signifies accomplishment or gain or a performance carried out successfully by an Seperate or group on the fulfilment of a task whether it is academic, manual, personal or social. Thus, the achievement means all those behavioral changes, which take place in the individual as a result of learning experience of various kinds. Dictionary of Education defines the Academic achievement as "The knowledge attained and skill developed in the school subjects which are usually determined by test scores or marks allocated by the teacher or both." The school achievement scores are the best predictors of future success of the students.

Significance of the Study

Our decision is final is an utterance we hear a lot. And the truth is to move advanced we have to make resolutions and stick with them. But it is of utmost consequence to look at each question clearly that is associated with the decision we are about to make and determine categorically whether it is the right one. Coming up with the correct answer can be hard, even uncomfortable, but it is essential. What we were reminded by this situation were that we should frequently be visualizing the life we really want. What does it look like, what does it feel like. This will help us to make decisions in align with our dreams. We should stop and look into the choices we make, evaluating them to regulate they fit with our chosen path.

Mathematics must be looked upon in a positive light to reduce Mathematics anxiety. Therefore teachers must re-examine traditional teaching methods which often do not match students' learning styles and skills needed in the society. Lessons must be extended in a variety of ways. For case, a new concept can be taught through play acting, cooperative groups, visual aids, hands on tasks and technology. As a result young children see math as fun and they will enjoy it, and the joy of Mathematics could be left with them throughout the rest of their lives. Many external factors which affect the achievement of students, family acceptance is the important factors which affect achievement of the students. In the academic setting, many studies have shown that there is a positive and significant correlation between self-efficacy, anxiety, and stressed with achievement in Mathematics. Hence the researcher wants to know the 'Decision-Making Style and Achievement in Mathematics among Higher Secondary School Students'. Hence the investigators conduct of the present study.

Objectives of the Study

- To find out the level of Decision-Making style of higher secondary students.
- To find out the level of achievement in Mathematics of higher secondary students.

Null Hypothesis

1. There is no significant difference in Decision-Making style of higher secondary students with respect to gender.
2. There is no significant difference in achievement in Mathematics of higher secondary students with respect to gender.
3. There is no relationship between achievement in Mathematics and achievement in Mathematics of the higher secondary students.

Delimitations

1. The study deals with higher secondary students studying maths group in Virudhunagar district.
2. The study deals with standard XI and XII students only.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population for the present study is the higher secondary students of Virudhunagar District.

Sample for the Study

The sample size is 300 students from 10 higher secondary students in Virudhunagar district.

Tool

- Decision making style scale prepared and validated by investigator & guide (2022).
- Achievement in Mathematics refers to the scores achieved by the higher secondary school students in Mathematics in the quarterly examination

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of Data**Objective: 1**

To find out the level of decision making style of higher secondary students.

Table 1 Level of Decision Making Style of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
71	27.3	196	65.3	33	11.0

It is inferred from the above table that, 27.3% of higher secondary students have low, 65.3% of them have moderate and 11.0% of them have high level of Decision making style.

Objective: 2

To find out the level of Achievement in Mathematics of higher secondary students.

Table 2 Level of Achievement in Mathematics of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
35	11.7	195	65.0	70	23.3

It is inferred from the above table that, 11.7% of higher secondary students have low, 65.0% of them have moderate and 23.3% of them have high level of Achievement in Mathematics.

Null Hypothesis: 1

There is no significant difference between male and female higher secondary students in their Decision making style.

Table 3 Difference between Male and Female Higher Secondary Students in their Decision Making Style

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	135	78.40	8.270	2.071	S
Female	165	80.50	9.080		

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

It is inferred from the above table that the calculated 't' value (2.071) 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 male and female higher secondary students in their Decision making style.

Null Hypothesis 2

There is no significant difference between male and female higher secondary students in their achievement in Mathematics.

Table 4 Difference between Male and Female Higher Secondary Students in their Achievement in Mathematics

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	146	77.377	11.5545	2.647	S
Female	154	73.844	11.5567		

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

It is inferred from the above table that the calculated 't' value (2.647) 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 male and female higher secondary students in their achievement in Mathematics.

Null Hypothesis 3

There is no significant relationship between Decision making style and achievement in Mathematics of higher secondary students.

Table 5 Relationship between Decision Making Style and Achievement in Mathematics of Higher Secondary Students

Category	N	df	Table Value	'r' Value	Remarks	Level
Decision making style Vs Achievement in Mathematics	300	298	0.113	0.015	NS	A weak uphill (positive) linear Relationship

(At 0.01 level of significance the table value of 'r' is 0.113)

The above Table 4.23 impels that calculated 'r' value is lesser than the critical values of 0.113 at 0.05 level of significance. Hence, the null hypothesis is accepted and concluded that There is no significant relationship between Decision making style and achievement in Mathematics of higher secondary students

Major Findings

Descriptive Analysis

- 27.3% of higher secondary students have low, 33% of them have moderate and 11.0% of them have high level of Decision making style.
- 11.7% of higher secondary students have low, 65.0% of them have moderate and 23.3% of them have high level of Achievement in Mathematics.

Inferential Analysis

- There is a significant difference between male and female higher secondary students in their Decision making style.
- There is a significant difference between male and female higher secondary students in their achievement in Mathematics.
- There is no significant relationship between Decision making style and achievement in Mathematics of higher secondary students.

Interpretation

- The finding let out that there is a significant difference between male and female higher secondary students in their Decision making style. Female higher secondary students are better than male higher secondary students in their Decision making style. Male higher secondary students tend to have less confident math attitudes: They have higher levels of math desire and lower levels of confidence in their math skills.
- The current study reveals that there is significant variations between male and female higher secondary students in their achievement in Mathematics. Male is better than female achievement in Mathematics. This is may be due to fact that Female students overcome male students in a range of indicators of academic recital. For instance, female students earn higher score than male students The female advantage in grades is especially pronounced for languages and seems to increase with students' age.

Suggestions of the study

The following are the suggestions for further research studies.

- Replica of the present study with other districts in Tamil Nādu.
- Replica of the present study with other variables
- Replica of the present study of attitude in diploma teachers' trainees, nursing, engineers.

Recommendations of the Study

- The study of Decision Making Behaviour of higher secondary students should be part of syllabus.
- Co-curricular and extracurricular activities should be encouraged to promote awareness of Decision Making Behaviour.
- Teachers should provide opportunities for their students to become aware of Decision Making Behaviour.

Conclusion

The present investigation is aimed to measure the Decision making style and achievement in Mathematics among higher secondary students. If successful execution depends on the understanding and receiving of others, it is to your advantage to participate them in the decision early on and use a Team Behaviour, even if you believe you earlier know the best decision. Otherwise, you might save time during the decision-making process, but will pay the price during execution. The more others are influenced by the decision, the more they should be involved. A good consensus process, where team members set their egos and distinctive needs aside and aimed on the purpose, will result in a higher quality resolution. And as a conclusion of the process, team members will improve a deeper understanding of the issues and great engage to the decision, ensuring smoother and faster execution. The finding of study reveals that Decision making style and achievement in Mathematics is average. Recommendation suggest by the research is helpful to increase achievement in Mathematics.

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ADJUSTMENT BEHAVIOUR AND ACHIEVEMENT IN HISTORY OF XI STUDENTS IN VIRUDHUNAGAR DISTRICT

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Abstract

The focus of present study was to ascertain the influence of adjustment behaviour and achievement in history of XI students in Virudhunagar district. Descriptive survey method was used to conduct the study. The sample comprises of 300 XI standard students acquired from six higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS software. The level of adjustment behaviour is moderate in Virudhunagar district. The findings reveal that there is no significant relationship between adjustment behaviour and achievement in history of XI students in Virudhunagar district.

Keywords: *Adjustment Behaviour, Achievement in History and SPSS Software.*

Introduction

Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding principles and should be able to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment.

Evaluation of learning outcomes of the students by measuring their achievement in History has been in practice for a long time. On the basis of achievement the appropriateness of the methods of imparting knowledge may be judged. In the present socio-economic and cultural context, achievement in History is of paramount importance and schools place great emphasis on it. Progress in future to a great extent depends upon the achievement in History of the students.

At all school levels, there exists a enormous difference in the academic attainment of students ranging from high to low. achievement in History which means the proficiency of performance in a given subject or body of knowledge, helps in declaring successful or unsuccessful, choosing students for various professional and academic courses and selecting candidates for different jobs.

XI standard education occupies a very prominent place in our education latter. It provide the link between the secondary and XI standard education. Moreover a majority of the students completing XI standard education either go for higher education including professional courses or enter the society to make a living.

Need and Significance of The Study

Adjustment plays a vital role in one's life. It brings happiness and makes a person mentally and physically healthy. A satisfied happy and healthy individual is not only an asset to himself but a boon to the society also. This is true for the student, who has wide obligation to the community in particular and

humanity at large. That adjustment behaviour is not only for them but is essential for the proper development and stability of the community as a whole. The increase of adjustment behaviour helps man to make better beings. Most of the individual try to become constant themselves in different aspects of their personality. Opportunities are varied and it is at the XI standard school level. That most personality is exposed to being adjusted person at some point of time. They are further challenged from different angles to develop this personality as they are involved in all the activities of the school. The student's adjustment behaviour and achievement in History of them and the ways to enhance it are of great importance for every teacher. Through the findings of the study, one can understand that the extent of relationship between adjustment and achievement in History. The assessment of the adjustment and achievement in History of the individuals can help the competent authorities to develop the adjustment of the students.

Objectives

- To find out the level of adjustment behaviour of XI standard students.
- To find out the level of achievement in History of XI standard students

Null Hypotheses

- There is no significant difference in Adjustment behaviour of XI standard students with respect to gender.
- There is no significant difference in achievement in History of XI standard students with respect to gender.
- There is no significant relationship between adjustment behaviour and achievement in History of XI standard students.

Delimitations of the Study

- The study deals with XI standard History students only.
- The study is confined only to the Watrap Taluk in the Virudhunagar District Tamilnadu.

Population of the Study

The population for the present study consists of XI standard students studying in XI standard schools in Srivilliputtur Taluk.

Sample for the Study

The sample drawn is 300 XI standard students from 9 XI standard schools of Srivilliputtur Taluk of Virudhunagar District.

Tools Used for Present Study

- Adjustment behavior inventory prepared and validated by investigator & guide (2022)
- Achievement in History refers to the scores achieved by the XI standard students in History subject in the half-yearly examination.

Statistical Techniques Used

The statistical measures have used in this study: Percentage analysis Mean, SD and 't' test.

Analysis of Data

Objective: 1

To find out the level of adjustment behavior of XI standard students.

Table 1 Level of Adjustment Behaviour of Xi Standard Students

Low		Moderate		High	
Count	%	Count	%	No.	%
38	12.7	213	71.0	49	16.3

It is inferred from the above table that, 12.7 % of XI standard students have low, 71.0% of them have moderate and 16.3% of them have high level of adjustment behavior.

Objective: 2

To find out the level of achievement in History of XI standard students

Table 2 Level of Achievement in History of Xi Standard Students

Low		Moderate		High	
Count	%	Count	%	No.	%
41	13.7	208	69.3	51	17.0

It is inferred from the above table that, 13.7% of XI standard students have low, 69.3% of them have moderate and 17.0% of them have high level of achievement in History.

Null Hypothesis: 1

There is no significant difference between male and female XI standard students in their adjustment behavior.

Table 3 Difference between Male and Female of Xi Standard Students in their Adjustment Behaviour

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	150	81.07852	10.06338	0.813	NS
Female	150	81.06862	10.92994		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.813) is less than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female XI standard students in their Adjustment behavior.

Null Hypothesis: 2

There is no significant difference between male and female XI standard students in their achievement in History.

Table 4 Difference between Male and Female of Xi Standard Students in their Achievement in History

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	150	62.02	4.537	0.813	NS
Female	150	62.05	4.572		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.813) is less than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female XI standard students in their achievement in History.

Null Hypothesis: 3

There is no significant relationship between adjustment behavior and achievement in History of XI standard students.

Table 5 Significant Relationship between Adjustment Behaviour and Achievement in History of XI Standard Students

Adjustment behaviour		Achievement in History		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
32206	112662	3490384	44216406	12094992	0.021	NS

(Table value of 'r' is 0.088, S - Significant)

It is inferred from the above table that the calculated 'r' value (0.021) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between adjustment behaviour and achievement in History of XI standard students.

Major Findings

Descriptive Analysis

- 12.7 % of XI standard students have low, 71.0% of them have moderate and 16.3% of them have high level of adjustment behaviour.
- 13.3% of the male XI standard students have low, 68.7% of them have moderate and 18.0% of them have high level of Adjustment behaviour.
- 12.0% of the female XI standard students have low, 73.3% of them have moderate and 14.7% of them have high level of Adjustment behaviour of XI standard students.
- 13.7% of XI standard students have low, 69.3% of them have moderate and 17.0% of them have high level of achievement in History.
- 13.3% of the male XI standard students have low, 71.3% of them have moderate and 15.3% of them have high level of achievement in History.
- 14.0% of the female XI standard students have low, 67.3% of them have moderate and 18.7% of them have high level of achievement in History.

Inferential Analysis

- There is no significant difference between male and female XI standard students in their Adjustment behaviour.
- There is no significant difference between male and female XI standard students in their achievement in History.

Interpretation

The 'f' test result shows that there is significant difference among girls, boys and co-education school XI standard students in their Adjustment behaviour. The mean value of girls school XI standard students is greater than the other nature of school students in their Adjustment behaviour. This may be due to the fact

that the girl's XI standard students school may provide suitable educational and other experiences in accord with individual needs and capacities among students.

Recommendations of the Study

- The school rules and regulations should largely and adequately be focused to the students. Research underscores the importance of school rules and perceived fairness in regard to students' behaviour. It is evident that schools in which rules are effectively enforced (i.e. better discipline management) have lower rates of student victimization and student delinquency (Payne & Gottfredson, 2005)
- A harmonious relationship among the staff should be established. Blum, Me Nelly (2002) reports that safe, caring, participatory and responsible school climate tend to foster greater attachment to school and provide the foundation for social, emotional and academic learning of students.
- Teachers' support is important to student achievement in History. In fact, students' active participation in the class is important.
- Increased parent and community involvement
- High teacher commitment, positive peer norms, emphasis on group or team cooperation, high level of expectation held by teachers and students, strong social relations among families will lead to high achievement in History of students.

Suggestions for Further Research

- A co-relational study can also be made between school organization climate and academic climate in respect to some select variables.
- A study can also be undertaken on the basis of teachers, students and administrators' perceptions in regard to academic climate.
- A comparative study can also be done on Govt.-private and rural school urban basis of academic climate perceptions.
- A study can also be made to see the present status of social adjustment and achievement in History of secondary school students.
- A co-relational study can also be suggested between nature of adjustment and achievement in History of secondary school students.

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STUDENTS' ATTITUDES TOWARDS THE EFFECTIVENESS OF MOODLE PLATFORM

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Abstract

The present study is entitled as "Students' Attitudes towards the Effectiveness of Moodle Platform". The purpose of the present study was to find out the study of Students' Attitudes towards the Effectiveness of Moodle Platform. The research type was a survey method, which consists of purposive sampling of 300 high students in Virudhunagar district. The interpretation of data was done with statistical techniques in percentage analysis, mean, standard deviation and 't'-test. The reveal to find out that there is a significant difference in students' attitudes towards the effectiveness of moodle platform with respect to Gender.

Keywords: *Attitude, Effectiveness, Moodle Platform, Descriptive Survey Method and SPSS.*

Introduction

Moodle platform is a free and open-source Learning Management System (LMS) that educators can use to craft and personalize learning environments. Its advantageous open-source nature allows users with programming knowledge to adjust the learning environment for meeting their requirements. Moodle can be easily installed at no cost on many servers. The teacher or educator can manage the platform according to their needs. This platform is being used worldwide by universities, communities, schools, instructors, teachers, and even businesses. In this information era, just by clicking, one can go around the globe and hunt the information's of anything from any place at any time. Exchanging information is the key process of the World Wide Web. Only effective users can use the available inventions successfully. In the present situation the MOODLE plays an indispensable role in all the educational activation. Today most of the educational institutions have computers for their students and all the educational institutions have their own websites. So it is important that each and every student and teacher to have proper and thorough knowledge about computer aspects like operation, digital internet etc. Information and Communication Technologies (MOODLE) have brought new possibilities into the classroom. It is necessary to have a certain set of features and updations for creating courses in online mode or while learning via Internet. Aforementioned, e-learning is a learning technique or method with help of which, the student learns about the desired topic or subject through the internet according to their suitability, preferability and available resources. The teachers can use LMS to encourage the learners or communicate about their expectations. They can motivate their students by showing them examples of previous students work. This can surely help in boosting their morale and setting high standards to perform better.

Need and Significance of the Study

The real need of teachers in the use of MOODLE in education is the discrimination, analysis and filtering of information rather than solely on the technologies as such. Technology training that simply focuses on teaching basic skills is unlikely to ensure the successful infusion of technology into the

classroom. To effectively infuse technology into the curriculum, teachers need to participate in intense curriculum based technology training that move them beyond the attainment of basic computer skills to activities that teach them how to seamlessly infuse MOODLE into the curriculum. Successful integration did not require teachers to be proficient in a larger variety of technology applications but instead, teachers need to feel comfortable and confident in instructional methods of MOODLE infusion. Teachers needed proficiency in a few MOODLE applications but knowledge of instructional methods of integration was a greater indicator of success, suggesting a need for more focus on instructional methods of integrating technology.

The present investigation fulfills the research gap of the study. The present study may reveal the modes of MOODLE education imparted in colleges of education. The level of attitude of MOODLE by the B.Ed students shall be found.

Objectives

- To find out the level of students' attitudes towards the effectiveness of moodle platform with respect to Gender.
- To find out the level of students' attitudes towards the effectiveness of moodle platform with respect to residential place.

Hypotheses

- The level of attitude of students' attitudes the effectiveness of moodle platform is average.
- There is no significant difference in students' attitudes towards the effectiveness of moodle platform with respect to Gender.
- There is no significant difference in students' attitudes towards the effectiveness of moodle platform with respect to residential place.

Delimitations of the Study

- The sample has been taken from the Virudhunagar district only.
- The present study is limited to B.Ed students.
- The size of the sample is 300 only.

Population for the Study

The population for the present study is the students studying in the College of Education, Virudhunagar District

Sample for the Study

The sample for the present study consists of 300 B.Ed students from 6 colleges of education in Virudhunagar District by simple random sampling method.

Tools used for Present Study

Effectiveness of Moodle platform Scale prepared and validated by Dr. N.Chendil Prasath (2018).

Statistical Techniques Used

The statistical measures have used in this study: Percentage analysis Mean, SD and 't' test.

Objective 1

To find out the level of students' attitudes towards the effectiveness of moodle platform with respect to Gender.

Table 1 Level of Students' Attitudes towards the Effectiveness of Moodle Platform with Respect to Gender

Gender	Low		Average		High	
	N	%	N	%	N	%
Male	14	13.5	74	71.2	16	15.4
Female	39	19.9	125	63.8	32	16.3

It is inferred from the above table that, with regard to male B.Ed students 13.5% of students have low level, 71.2% of students have average level and 15.4% of them have high level of attitude towards the effectiveness of moodle platform.

It is inferred from the above table that, with regard to female B.Ed students 19.9% of students have low level, 63.8% of students have average level and 16.3% of them have high level of attitude towards the effectiveness of moodle platform.

Objective 2

To find out the level of students' attitudes towards the effectiveness of moodle platform with respect to residential place.

Table 2 Level of Students' Attitudes towards The Effectiveness of Moodle Platform with Respect to Residential Place

Residential Place	Low		Average		High	
	N	%	N	%	N	%
Rural	39	18.7%	139	66.5%	31	14.8%
Urban	14	15.4%	60	65.9%	17	18.7%

It is inferred from the above table that, with regard to rural area B.Ed students 18.7% of students have low level, 66.5% of students have average level and 14.8% of them have high level of attitude towards the effectiveness of moodle platform.

It is inferred from the above table that, with regard to urban area B.Ed students 15.4% of students have low level, 65.9% of students have average level and 18.7% of them have high level of attitude towards the effectiveness of moodle platform.

Inferential Analysis

Null Hypothesis 1

There is no significant difference between male and female students in their attitudes towards the effectiveness of moodle platform.

Table 3 Difference between Male and Female Students in their Attitudes towards the Effectiveness of Moodle Platform

Gender	Number	Mean	S.D	Calculated 't' Value	Remark at 5% Level
Male	133	125.17	13.44	4.793	S
Female	167	117.61	13.65		

(At 5%level of significance the table value 't' is 1.97)

It is inferred from above table that the calculated 't' value 4.793 is greater than the table value. Therefore there is a significant difference between male and female students in their attitudes towards the effectiveness of moodle platform. Hence the null hypothesis is rejected.

Null Hypothesis 2

There is no significant difference between rural area and urban area students in their attitudes towards the effectiveness of moodle platform.

Table 4 Difference between Rural Area and Urban Area Students in their Attitudes towards the Effectiveness of Moodle Platform

Locality of College	Number	Mean	S.D	Calculated 't' Value	Remark at 5% Level
Rural	140	118.55	12.66	2.180	S
urban	160	123.07	14.88		

(At 5%level of significance the table value 't' is 1.97)

It is inferred from above table that the calculated 't' value 2.180 is greater than the value. Therefore there is a significant difference between rural area and urban area students in their attitudes towards the effectiveness of moodle platform. Hence the null hypothesis is rejected.

Null Hypothesis 3

There is no significant difference between Rural and Urban college students in their attitudes towards the effectiveness of moodle platform.

Table 5 Difference between Rural and Urban College Students in their Attitudes towards the Effectiveness of Moodle Platform

Locality of College	Number	Mean	S.D	Calculated 't' Value	Remark at 5% Level
Rural	163	121.00	14.38	0.77	NS
urban	137	120.91	13.80		

(At 5%level of significance the table value't' is 1.97)

It is inferred from above table that the calculated 't' value 0.77 is greater than the table value. Therefore there is no significant difference between Rural and Urban education college students in their attitudes towards the effectiveness of moodle platform. Hence the null hypothesis is accepted.

Major Findings

Descriptive Analysis

- 13.5% of students have low level, 71.2% of male students have average level and 15.4% of them have high level of attitude towards the effectiveness of moodle platform.
- 19.9% of female students have low level, 63.8% of students have average level and 16.3% of them have high level of attitude towards the effectiveness of moodle platform.
- 18.7% of rural area students have low level, 66.5% of students have average level and 14.8% of them have high level of attitude towards the effectiveness of moodle platform.
- 15.4% of urban area students have low level, 65.9% of students have average level and 18.7% of them have high level of attitude towards the effectiveness of moodle platform.

Inferential Analysis

- There is a significant difference in students' attitudes towards the effectiveness of moodle platform with respect to Gender.
- There is a significant difference difference in students' attitudes towards the effectiveness of moodle platform with respect to residential place.
- There is no significant difference in students' attitudes towards the effectiveness of moodle platform with respect to locality of college.

Interpretation

- The 't' test result shows that there is significant difference in Attitude towards moodle Classroom among B.Ed teacher trainees with respect to gender. The man values of female students are better than the male students in their moodle Classroom. This may be due to the fact that the female students may have better knowledge, understanding and skills about natural environment and also they have to keep surrounding neatly so they female students have high level of moodle Classroom.
- The 't' test result shows that there is significant difference in Attitude towards moodle Classroom among B.Ed teacher trainees with respect to residence. The mean values of hosteller students are better than the day-scholar students in their moodle Classroom. This may be due to the fact that the hosteller may have participated in moodle Classroom s in and around their schools and residential areas.

Recommendations of the Study

The present study reveals the greater moodle attitude shown by the teacher educators and student teachers in the colleges of education. This indicates the fact that the importance of moodle is realized by the general academic community in recent times. Moodle is the order of the day. Moodle revolution is found out in all the parts of the world. It pervades all walks of human life. It is proved beyond doubt that moodle has accelerated the process of socio- economic development in the country. Hereafter, the development of a country may be measured in terms of moodle development. In education, moodle ensures optimum result in the teaching - learning process and the management of institution, through e-governance. Therefore, the favourable and positive attitude developed by the teacher educators and student teachers must be consolidated and further strengthened. The moodle awareness that they have developed, must be consolidated through organizing conferences, seminars, debates and other co-curricular means.

Suggestions for Further Research

On the basis of this finding the investigator proposes the following suggestions for further research.

- The study may be replicated to other Districts.
- The study may be extended by adding few more categorical variables such as age, economic status, first generation or subsequent generation learners etc.,
- The study may be strengthened by adding one or two more research variables such as the techno skills, teaching style, learning style academic achievement, creativity etc.,

Conclusion

Moodle plays a dominant role in the society and education system. Moodle based instruction may lead to effectiveness and efficiency of education in general and B.Ed in particular. In India, the University Grants Commission and the National Council for B.Ed have initiated appropriate measures for the creation of moodle infrastructure facilities. Sensitizing the relevance and importance of moodle in teacher education, an

attempt is made to study the information and communication technology in colleges of education. Based on the findings, appropriate recommendations are made and the scope for further investigation in moodle area is suggested.

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SPATIAL ABILITY AND ACHIEVEMENT AMONG THE HIGH SCHOOL STUDENTS

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Abstract

The present study is entitled as “Spatial Ability and Achievement among the High School Students”. The values present a true view point of the growth of any society or nation. They tell us to what degree a society or nation has developed itself. Values are intrinsic worth, principles and traits on which actions and beliefs are based. The purpose of the present study was to find out the Spatial Ability and Achievement of high school students. The research type was a survey method, which consists of purposive sampling of 300 high school students in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and ‘t’-test. The majority of the high school students found to have moderate level of Spatial Ability and Achievement.

Keywords: *spatial ability, achievement, survey method, percentage analysis, standard deviation and ‘t’-test.*

Introduction

Smith (1964) and Ghiselli (1973) summarized studies in which spatial tests have been used to predict job performances. Spatial tests add little to the prediction of success in traditional school subjects; even Geometry after the general ability has been entered into the regression. There are several possible reasons for the gulf between the theoretical importance of spatial abilities and their practical utility in predictive studies. First it may be that, beyond some minimum level of competence, spatial abilities are simply not that important for success in school or work. Second, the strength of spatial ability relative to other abilities, particularly verbal and phonemic fluency abilities, may be more important for predicting how problems are represented and solved rather than whether they can be solved. Third, the criterion measures used in most studies may be biased in favor of other abilities, such as verbal or reasoning skills. Fourth, existing tests may not be very good measures of spatial abilities.

Individuals can set personal goals. A student may set a goal of high mark in an exam. Managing goals can give returns in all areas of personal life. Knowing precisely what one wants to achieve makes clear what to concentrate and improve on, and often subconsciously prioritizes that goal. Goal setting and planning promotes long-term vision and short-term motivation. It focuses intention, desire, acquisition of knowledge, and helps to organize resources. The higher the combination of intelligence and the motivation, the higher is the achievement. Therefore, the act of achieving or successful performing of a person regarding his higher values and objectives through scientific assessment with public acceptance is called achievement. In any type of sustainable development, there must be three sets of objectives – knowledge, skill and values. Achievement is possible for those who are concentrating on their objectives with total commitment and hard work. Indeed adolescents’ achievement is due to much more than their intellectual ability (Lourdhusamy, 2012).

At the high school stage of general education, courses are diversified as to enable the pupils to study a group of any three subjects in depth with freedom in grouping of subjects. To ensure the balanced development of the adolescents total personality, the curriculum provides half the time to electives, one-fourth of the time to language and one-fourth to physical education, arts and crafts, moral and spiritual education.

Significance of the Study

The present attempt is to study the spatial ability and achievement among the high school students. The present study will be useful for students as well as teachers, because the knowledge of the relationship of these factors under study will enable students to plan their spatial ability keeping in view of these factors. The present study will provide an insight to the skillful of where stuff is in relation to other stuff. Ability to apprehend or perceive path or expansion. Spatial ability is the occupation to see the ocular earth accurately, to achieve transformations and modifications upon one's verbal perceptions, and to be competent to re-composed aspects of one's optical know, even in the absence of relative physical stimuli Ability for goods extension in track. Ability of an individual is to understand differences and relationships between objects in space to perceive the spatial proportion of an object, including oneself. This understanding will also assist the teachers to create student oriented practices in inculcating good spatial ability at school. And also proper training and guidance may be given to the children accordingly to develop their self-concept, lower the anxiety level and to improve the academic achievement.

In the present context it is felt that in India achievement is the outcome of training imparted to a student by the teacher in school situation. Though our examination system lacks objectivity and a scientific picture of the real achievement yet it is the only method to get academic achievement. Therefore the present study may prove to be of great value for students and teachers in dealing effectively with the various problems arising on the achievement of the students. The study will also have great significance for students and teachers in providing the necessary impetus to actively improve their spatial ability, which actually defines the achievement of the students. It has therefore been considered essential to select this topic of study and it has been programmed to study the spatial ability and achievement among the high school students.

Objectives of the study

- To find out the level of spatial ability among the high school students.
- To find out the level of achievement among the high school students.

Null Hypothesis

- There is no significant in spatial ability among the high school students with reference to gender.
- There is no significant difference in achievement among the high school students with reference to gender
- There is no significant relationship between spatial ability and achievement among the high school students.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population for the present study is high school students studying in Srivilliputtur Taluk.

Sample for the Study

In the present study, random sampling technique is employed. The sample for the present study consists of 300 high school students from 10 schools in Srivilliputtur Taluk.

Tool

- Spatial ability Inventory among the high school students is to be constructed and validated by investigator and guide.
- The achievement refers to the total mark scored in the half yearly examination which is the academic year 2021-2022.

Statistical Techniques

Percentage, Mean, standard Deviation, t-test, ANOVA and F-test.

Analysis of data**Objective 1**

To find out the level of spatial ability among the high school students.

Table 1 Level of Spatial Ability among the High School Students

Low		Moderate		High	
Count	%	Count	%	No.	%
35	11.7	201	67.0	64	21.3

It is inferred from the above table that 11.7% of have low, 67.0% of them have moderate and 21.3% of them have high level of Spatial ability among the high school students.

Objective 2

To find out the level of achievement among the high school students.

Table 2 Level of Achievement among the High School Students

Low		Moderate		High	
Count	%	Count	%	No.	%
48	16.0	198	66.0	54	18.0

It is inferred from the above table that 16.0% of have low, 66.0% of them have moderate and 18.0% of them have high level of achievement among the high school students.

Null Hypothesis 1

There is no significant difference in spatial ability among the high school students with reference to gender

Table 3 Significant Difference in Spatial Ability among the High School Students with Reference to Gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	130	41.44982	10.53048	0.960	NS
Female	170	41.43062	9.31735		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.960) is less than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in Spatial ability among the high school students with reference to gender.

Null Hypothesis: 2

There is no significant difference in achievement among the high school students with reference to gender

Table 4 Significant Difference in Achievement among the High School Students with Reference to Gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	130	323.67492	58.08778	0.950	NS
Female	170	323.74002	59.28200		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.950) is less than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in achievement among the high school students with reference to gender.

Null Hypothesis 3

There is no significant relationship between spatial ability and achievement among the high school students.

Table 5 Relationship between Spatial Ability and Achievement among the High School Students

Study Habits		Academic Achievement		$\sum XY$	Calculated 'r' value	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$	16033077	0.060	NS
43167	111354	6240547	42364694			

(Table value of 'r' is 0.088, S - Significant)

It is inferred from the above table that the calculated 'r' value (0.060) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between spatial ability and achievement among the high school students.

Percentage Wise Analysis

- 11.7% of have low, 67.0% of them have moderate and 21.3% of them have high level of Spatial ability among the high school students.
- 10.8% of the male students have low, 61.5% of them have moderate and 27.7% of them have high level of Spatial ability among the high school students.
- 16.0% of have low, 66.0% of them have moderate and 18.0% of them have high level of achievement among the high school students.
- 17.7% of the male students have low, 63.8% of them have moderate and 18.5% of them have high level of achievement among the high school students.

Inferential Analysis

- There is no significant difference in Spatial ability among the high school students with reference to gender.
- There is no significant difference in achievement among the high school students with reference to gender.
- There is no significant relationship between spatial ability and achievement among the high school students.

Interpretations

The 't' test result shows that there is significant difference in Spatial ability among the high school students with reference to locality of school. (i.e) the mean values of urban students are better than the rural students in their study habits. This may be due to the fact that the urban students may have more opportunity to learn various sources like library; borrow books, magazines, newspapers and internet facilities and also they may have to use their facilities in day to day life. So they have high level of spatial ability

The 't' test result shows that there is significant difference in achievement among the high school students with reference to medium of instruction. The mean values of Tamil medium students are better than the English medium students. This may be due to the fact that the Tamil medium teachers should be sought by the guidance and counseling workers in order to plan for right type of study schedule for improvement in academic achievement.

Suggestions of the Study

The following are the suggestions for further research studies.

- Same study can be extended further with a large sample of students.
- This study may be extended to compare the spatial ability and achievement among the high school students belonging to different locality of school of study.
- This study may be extended to compare the spatial ability and achievement among the high school students belonging to different medium of instruction of study.
- A study could be conducted on spatial ability and emotional maturity of high and higher secondary level.
- A study on spatial ability and decision making ability of college students may be conducted.

Recommendations of the Present Study

1. It is suggested that regular study habit training programmes in school must be arranged to improve the study habits.
2. It is suggested that teachers should help the students to frame the time- table for study. They should be instructed to adhere to it.
3. Parents should check whether their wards study in a quiet place away from disruption and disturbances.
4. It is suggested that teachers should correlate the subject matter with the life situations of the pupils, in order to make the subject matter interesting for the pupils.
5. It is suggested that university should make it mandatory for their students to visit the library; borrow books, magazines, newspapers and their visit should be marked with attendance there.

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CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ACHIEVEMENT IN ENGLISH OF HIGH SCHOOL STUDENTS

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Abstract

The present study is entitled as “Correlation between Emotional Intelligence and Achievement in English of high school students”. The values present an everyone of us may be found to have varying capacities and abilities with regard to one's dealing with emotions.. The purpose of the present study was to find out the Emotional Intelligence and Achievement in English of higher secondary school students. The research type was a survey method, which consists of purposive sampling of 300 high school students in Virudhunagar district. The review of data was done with statistical methods in percentage analysis, mean, standard deviation and ‘t’-test. The findings reveal that there is a significant variation between male and female high school students in their Emotional Intelligence and achievement in English.

Keywords: *Emotional Intelligence, Achievement in English, High School Students, Descriptive, Survey Method and SPSS.*

Introduction

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional intelligence was focused but due to the birth of concept emotional intelligence, it is thought that total personality development of an individual symbolizes the integration of conventional intelligence and emotional intelligence. Emotional intelligence speaks about empathy and relationships. It matters more than general intelligence. It is affective in nature and involves skills like interpersonal and intrapersonal skills. Introduced by Mayer and Salovey, emotional intelligence got international recognition through Daniel Goleman's work. It is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. There is right now a tendency to consider schools as organic wholes that develop and create, and inside which every one of the on-screen characters, their activities and their insight are interrelated and connect with the encompassing condition, this organic analogy for organizations is taken up by the individuals who try to build the proficiency of schools as spots of learning. In addition to other things, in drawing a parallel with the working of living organisms, they stress interior correspondence and specifically the effect of day by day negotiations between the on- screen characters concerning available resources of running the school. They contend that just a far more noteworthy collaboration between every one of the on-screen characters can prompt genuine improvement of school performances. They additionally observe the school as a spot where students can get the hang of something of their future social conduct from these trades. However they hold back before indicating the requirement for an increasingly deliberate way to deal with certain skills identified with understanding emotions in one and in one's relationships with others.

Significance of the Study

Language plays a central role in learning. No matter what the subject area, students assimilate new concepts largely through language that is when they listen to and talk, read and write about what they are learning and relate this to what they already know. English has been accepted as an international language used throughout the world for various reasons, including academic and professional purposes. Today's job market reinforces the importance of communication competency. Academic excellence of an individual greatly depends on competence in communication of ideas and thoughts both oral and written. Though teaching is an effective communication involves an interaction in which information, ideas, knowledge, skills and feelings are shared to one another aiming to make a change in behaviour through spoken, written or non-verbal language. In this context, no one can deny that effective teaching is the outcome of delivery of the content orally. Oral communication in the classroom is at the heart of teaching and learning. Today, English language, the lingua franca of the world, is not only the language of communication; it is also a tool for learning also. Obviously, ability to communicate orally in the target language is inevitable. Teachers are key change agents in the classroom. Effective performance of a teacher depends on his own personal effectiveness, his technical competence, his managerial experience etc. Kothari Commission (1964-68) emphasized in its report that the teachers are having crucial role to play in the educational system. To achieve all this, teachers need to put up effective oral communication competency in English. Then only they can be successful academically and professionally. Today teacher education programmes focus quality in imparting soft skills and hard skills to the teacher trainees. Student teachers of all disciplines need to listen actively, make good oral presentation, and raise their doubts clearly and coherently in order to get thorough understanding. Student teachers learn to think and act in a particular way in order to make an effective communication both as a learner and as teachers. Today, many students even after completing about 15-20 years of education cannot communicate what they are supposed to communicate effectively so if it is English language. They cannot comprehend the language and do not have the ability to respond back. Thus it is very essential to assess the influence of emotional intelligence and achievement in English of high school students.

Objectives of the Study

- To find out the level of Emotional Intelligence and its dimensions of higher secondary students.
- To find out the level of achievement in English of higher secondary students.

Null Hypothesis

- There is no significant difference in Emotional Intelligence and its dimensions of higher secondary students with respect to gender
- There is no significant difference in achievement in English of higher secondary students with respect to gender.
- There is no significant relationship between Emotional Intelligence and achievement in English of higher secondary students.

Delimitations

- The emotional intelligence and achievement in English variable consists for the study.
- The study was limited only to high school students in Virudhunagar.
- The sample was limited to 300 high school students.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the study

The population for the present study is high school students in Virudhunagar district.

Sample for the study

The sample size is 300 high and higher secondary school students from 10 schools in Virudhunagar district.

Tool

- Emotional intelligence scale constructed and validated by investigator and guide(2022).
- Achievement in refers to marks secured in English subject in the half yearly examination by the high schools students in Virudhunagar District.

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of data

Objective 1

To find out the level of emotional intelligence of high school students.

Table 1 Emotional Intelligence of High School Students

Low		Moderate		High	
Count	%	Count	%	Count	%
146	48.7	110	36.7	44	14.7

It is inferred from the above table that, 48.7% of high school students have low, 36.7% of them have moderate and 14.7% of them have high level of emotional intelligence.

Objective 2

To find out the level of achievement in English of high school students.

Table 2 Achievement in English of High School Students

Low		Moderate		High	
Count	%	Count	%	Count	%
135	45.0	82	27.3	83	27.7

It is inferred from the above table that, 45.0% of high school students. have low, 27.3% of them have moderate and 27.7% of them have high level of achievement in English of high school students.

Null Hypothesis 1

There is no significant difference between male and female high school students in their emotional intelligence.

Table 3 Difference Between Male and Female High School Students in their Emotional Intelligence

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	133	125.17	13.44	4.793	S
Female	167	117.61	13.65		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (4.793) 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 male and female high school students in their emotional intelligence.

Null Hypothesis 2

There is no significant difference between male and female high school in their achievement in English.

Table 4 Difference between Male and Female High School in their Achievement in English

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	133	84.195	7.1842	3.458	S
Female	167	87.000	6.8116		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.458) 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 male and female high school students in their achievement in English.

Null Hypothesis 3

There is no significant relationship between emotional intelligence and achievement in English of high school students.

Table 5 Significant Relationship between Emotional Intelligence and Achievement in English of High School Students

Emotional intelligence		Achievement in English		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
36290.00	1316964100	25727.0	661878529	933632830	0.046	NS

(Table value of 'r' is 0.113, S - Significant)

It is inferred from the above table that the calculated 'r' value (0.046) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between emotional intelligence and achievement in English of high school students.

Major Findings

Descriptive Analysis

- 48.7% of high school students have low, 49.0% of them have moderate and 25.7% of them have high level of emotional intelligence of high school students.
- 45.0% of high school students have low, 27.3% of them have moderate and 27.7% of them have high level of achievement in English of high school students.

Inferential Analysis

- There is a significant difference between male and female high school students in their emotional intelligence.
- There is a significant difference between male and female high school in their achievement in English.
- There is no significant relationship between emotional intelligence and Achievement in English of high school students.

Interpretation

- The finding of present study concludes that there is significant difference between male and female high school students in their emotional intelligence. Female (125.17) are better than male (117.61) high school students in their emotional intelligence. This is may be due to fact that female have more interest, dedication and involvement than male in their emotional intelligence.
- There is a significant difference between male and female high school in their achievement in English. Female students (87.00) are better than male students (84.19) in their achievement in English. This is may be due to fact that female more interest in academic and also extra care and give proper coaching for their study.

Recommendations of the Study

- The present study will act as a guiding light to educational policy makers, teachers, students, parents and guidance and counselling workers to enable underachieving students to attain standards of excellence in life according to their intelligence level through emotional intelligence training programme.
- By enhancing the study habits and study attitudes of underachieving students, educators can not only eliminate academic alienation among such students, but in turn, can also raise the level of academic performance and move towards a brighter future, as proved by the present study. Later, they can contribute positively towards nation building.

Suggestions of the study

The following are the suggestions for further research studies.

- The study can be extended by adopting other ways of quantitative analysis techniques viz., path analysis, factor analysis etc., which are the extensions of regression analysis to do the in-depth analysis of Academic Achievement.
- The study can be extended by adopting mixed approach of qualitative research methods as well as quantitative to know more reasons for the significant predictors in predicting academic achievement of secondary students.

Conclusion

In the present study, it is found that there is significant difference between male and female high school students in their emotional intelligence. Female are better than male high school students in their emotional intelligence. There is significant variation between rural and urban high school students in their emotional intelligence. Urban students are better than rural students in their emotional intelligence and also found that there is significant difference between nuclear and joint family high school students in their emotional intelligence. Joint family students are better than nuclear family students in their emotional intelligence.

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