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COMMUNICATIVE BEHAVIOUR OF HIGHER SECONDARY STUDENTS

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Abstract

Communicative behaviour is a complex and multifaceted aspect of human interaction. It involves both verbal and nonverbal communication and is influenced by individual, cultural, and societal factors. Effective communicative behaviour is crucial for building relationships, resolving conflicts, and achieving goals, and it is an important skill that can be developed through practice and self-awareness. In this study, the investigators have attempted to examine the level of communicative behaviour of higher secondary students with respect to the gender, major subject and Medium of instruction. A survey method research design was adopted for this study. Among simple random sampling methods was used to select participants. The sample of the study consists of 206 higher secondary students who are studying in sankarankovil taluk in the 2023–2024 academic year. The communicative behaviour scale was used for collecting data in this study. T-test and one-way analysis of variance (ANOVA) was employed to analyze data. According to the obtained results, the level of communicative behaviour is moderate with respect to the gender, major subject and Medium of instruction. This research found that, female students are better than the male students in their communicative behaviour. On the other hand, vocational subject students are better than the science and arts subject students in their communicative behaviour. It also found that, Tamil medium students are better than the English medium students in their communicative behaviour. Implications of the study are discussed based on the findings.

Keywords: *Communicative Behaviour, Higher Secondary Students.*

Introduction

Communicative behaviour refers to the ways individuals express themselves, share ideas, and interact with others through verbal and non-verbal means. According to Watzlawick et al. (1967), communication is an essential human activity that not only conveys information but also builds relationships and mutual understanding. For school students, communicative behaviour is a key aspect of their social and academic lives. It encompasses speaking, listening, gestures, body language, and even the tone of voice, all of which help them navigate daily interactions with peers, teachers, and family members. As emphasized by Littlejohn and Foss (2008), effective communication is crucial for personal growth, as it shapes how students perceive themselves and others in their social environment.

Research highlights that students' communicative behaviour often reflects their development, cultural backgrounds, and emotional states. Bandura (1977) explains that students learn communication patterns through observation and interaction, which means their behaviours, are influenced by family, friends, and the school environment. Furthermore,

McCroskey (1982) defines communication competence as the ability to adapt and express oneself in different situations effectively, which is a critical skill for school success. By understanding how students communicate, educators and parents can better support their emotional well-being and academic achievements. Furthermore, communicative behaviour has a significant impact on emotional well-being. Students who can effectively express their feelings and concerns are more likely to seek help when they face challenges, reducing the risk of stress and anxiety. Open communication also strengthens the bond between students and teachers, enabling educators to identify and address students' needs more effectively. This connection creates a safe space where students feel heard and supported, boosting their confidence and self-esteem.

Need and Significance of the Study

Communicative behaviour plays a vital role in the overall development of school students. It enables them to express their thoughts, feelings, and ideas effectively, which is essential for building strong relationships with peers, teachers, and family members. Through effective communication, students learn to collaborate, resolve conflicts, and understand diverse perspectives. These skills not only enhance their social interactions but also create a supportive environment where they feel valued and respected. Strong communication abilities also contribute to emotional well-being, as students can share their concerns and seek help when needed.

In the academic setting, communicative behaviour is closely linked to learning and performance. Students who can communicate clearly often participate more actively in class discussions, group projects, and presentations. This engagement helps them gain confidence and develop critical thinking skills. Additionally, effective communication supports students in understanding instructions, asking questions, and explaining their ideas, all of which are crucial for academic success. Beyond school, these skills prepare students for future challenges by equipping them with the ability to navigate social and professional environments confidently. By fostering effective communication, schools and families can equip students with the tools they need to thrive in various aspects of life. Investing in the development of communicative behaviour during school years lays a strong foundation for lifelong success and positive interpersonal relationships. Based on the above reasons, the investigator undertakes to study the communicative behaviour of higher secondary students.

Objectives of the Study

The researcher has framed the following objectives for the present study.

1. To find out the level of communicative behaviour of higher secondary students.
2. To find whether there is any significant difference between male and female higher secondary students in their communicative behaviour.
3. To find whether there is any significant difference among arts, science and vocational major higher secondary students in their communicative behaviour.
4. To find whether there is any significant difference between Tamil and English medium higher secondary students in their communicative behaviour.

Null Hypotheses

1. There is no significant difference between male and female higher secondary students in their communicative behaviour.
2. There is no significant difference among arts, science and vocational major higher secondary students in their communicative behaviour.
3. There is no significant difference between Tamil and English medium higher secondary students in their communicative behaviour.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used “The communicative behaviour scale” which comprised 32 statements, which was developed and validated by Mallika (investigator) and Anandaraj (Research supervisor) in 2023. The population for the study includes all the higher secondary students who are studying in government, aided, and private schools in sankarankovil taluk, Tamil Nadu. From the population, the investigator selected 206 higher secondary students were selected as sample using simple random sampling technique. The data were analyzed using Mean, Standard Deviation, 't' test, and 'F' test.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings, which may satisfy the requirements of the objectives of the study.

Table 1 Level of Communicative Behaviour of Higher Secondary Students with Respect to Gender, Major Subject and Medium of Instructions

Variable		Low		Moderate		High	
		No	%	No	%	No	%
Gender	Male	24	23.3	65	63.1	14	13.6
	Female	13	12.6	72	69.9	18	17.5
Major Subject	Arts	14	23.0	41	67.2	6	9.8
	Science	21	19.3	70	64.2	18	16.5
	Vocational	2	5.6	26	72.2	8	22.2
Medium of instruction	Tamil	18	12.3	97	66.4	31	21.2
	English	19	31.7	40	66.7	1	1.7

It is inferred from the above table that, 23.3% of male higher secondary students have low, 63.1% of them have moderate and 13.6% of them have high level of communicative behaviour. 12.6% of female higher secondary students have low, 69.9% of them have moderate and 17.5% of them have high level of communicative behaviour.

23.0% of arts subject higher secondary students have low, 67.2% of them have moderate and 9.8% of them have high level of communicative behaviour. 19.3% of science subject higher secondary students have low, 64.2% of them have moderate and 16.5% of them have high level of communicative behaviour. 5.6% of vocational subject higher secondary students

have low, 72.2% of them have moderate and 22.2% of them have high level of communicative behaviour.

12.3% of Tamil medium students have low, 66.4% of them have moderate and 21.2% of them have high level of communicative behaviour. 31.7% of English medium students have low, 66.7% of them have moderate and 1.7% of them have high level of communicative behaviour.

Ho1: There is no significant difference between male and female higher secondary students in their communicative behaviour.

Table 2 Difference between Male and Female Higher Secondary Students in their Communicative Behaviour

Gender	N	Mean	SD	Calculated 't' value	Remarks
Male	103	118.62	17.628	2.001	S
Female	103	123.84	19.441		

(at 5% level of significance the table value of 't' is 1.96, S - Significant)

It is inferred from the above table that, there is significant difference between male and female higher secondary students in their communicative behaviour. While comparing the mean scores of male and female students, female students (mean=123.84) are better than the male students (mean=118.62) in their communicative behaviour.

Ho2: There is no significant difference among arts, science and vocational major higher secondary students in their communicative behaviour.

Table 3 Difference among Arts, Science and Vocational Major Higher Secondary Students in their Communicative Behaviour

Source of Variation	Sum of Squares	Degrees of Freedom	Variance Estimated	Calculated 'F' Value	Remarks
Between	4596.809	2	2298.404	6.824	S
Within	68368.007	203	336.788		

(at 5% level of significance, for (2,203) df the table value of 'F' is 3.03, S - Significant)

It is inferred from the above table that, there is significant difference among arts, science and vocational subject higher secondary students in their communicative behaviour.

The Tukey test result shows that, the vocational subject students (mean=131.17) are better than the science (mean =120.11) and arts (mean=117.38) subject students in their communicative behaviour

Ho3: There is no significant difference between Tamil and English medium higher secondary students in their communicative behaviour.

Table 4 Difference between Tamil and English Medium Higher Secondary Students in their Communicative Behaviour

Medium of Instruction	N	Mean	SD	Calculated 't' value	Remarks
Tamil	146	125.31	19.185	5.585	S
English	60	111.32	13.821		

(at 5% level of significance the table value of 't' is 1.96, S - Significant)

It is inferred from the above table that, there is significant difference between Tamil and English medium higher secondary students in their communicative behaviour. While comparing the mean scores of Tamil and English medium students, Tamil medium students (mean=125.31) are better than the English medium students (mean=111.32) in their communicative behaviour.

Findings of the Study

The findings derived from the study are:

1. The level of communicative behaviour of higher secondary students is found to be moderate with respect to the gender, major subject and medium of instruction.
2. Female students are better than the male students in their communicative behaviour.
3. Vocational subject students are better than the science and arts subject students in their communicative behaviour.
4. Tamil medium students are better than the English medium students in their communicative behaviour.

Educational Implications

The primary benefits of strong communicative behaviour are its role in fostering academic success. In classrooms, students with effective communication skills can actively engage in discussions, ask questions, and seek clarification. These interactions enhance their understanding of subjects, encourage critical thinking, and build confidence in expressing their knowledge. Moreover, group activities such as presentations and projects provide opportunities to practice teamwork and convey ideas effectively. Such experiences prepare students for future academic and professional challenges, where strong communication skills are often a prerequisite for success. In this research, the investigators found that, female students are better than the male students in their communicative behaviour. This may be due to the fact that, females are generally more inclined to listen actively, express their emotions clearly, and adapt their communication to different situations. They are also more likely to use language for building relationships and understanding others' feelings, which enhances their ability to connect with peers and teachers. On the other hand this research found that, vocational subject students are better than the science and arts subject students in their communicative behaviour. This may be their learning is more focused on practical, hands-on activities that require teamwork and real-world interaction. Vocational training emphasizes skills like problem-solving, collaboration, and workplace communication, which naturally

improve their ability to express ideas clearly and work effectively with others. This research also found that, Tamil medium students are better than the English medium students in their communicative behaviour. The reason may be, Tamil medium students often engage more in group activities, storytelling, and discussions in their native language, which enhances their listening and speaking skills. Their comfort in using Tamil allows for natural and authentic communication, making them more expressive and relatable in social interactions.

This research suggests that, **educational institutions should** organizing regular group discussions, debates, or classroom conversations helps students practice speaking and listening in a structured environment. It allows them to express their ideas, listen to others, and learn the art of constructive argument. **Teachers should** encourage their students to participate in events like school assemblies, presentations, or speech competitions. Public speaking helps build confidence and enhances both verbal expression and body language skills. Teachers should encourage the students for open communication which helps shy or introverted students feel safe and more willing to participate. By implementing these strategies, schools can create an environment that nurtures the development of strong communicative behaviour among students, equipping them with skills essential for academic, personal, and future professional success.

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EXAMINATION STRESS AND SELF ESTEEM OF HIGHER SECONDARY STUDENTS

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Abstract

The focus of present study was to ascertain the influence of examination stress and self esteem of higher secondary students. Descriptive survey method was used to conduct the study. The sample comprises of 300 higher secondary students acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS software. The level of higher secondary students in their examination stress is moderate in Virudhunagar district. The findings reveal that there is significant relation between examination stress and self esteem of higher secondary students.

Keywords: *Examination Stress, Self Esteem, Descriptive, Significant, Survey Method.*

Introduction

John Dewey regards education as the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. In this fast changing scenario of education, the child is constantly facing the pressure of knowledge explosion, fast paced technology, pressure from peers, parental demands, and stiff competition. This was not so few years ago. Today the child has to handle many tasks. He can cope with the pressure of multi-tasking provided the parents at home and the teachers in the school are caring and understanding. The role of teacher as a dispenser of knowledge only does not seem to be relevant today. Thus, the teacher's authoritative delivery of knowledge has to be supplemented by his spending more time in diagnosing the learner's needs, motivating and encouraging them and checking the knowledge acquired. The progress and prosperity of a country depends upon the quality education provided to its citizens. The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement.

Significance of the Study

—The Education Commission (1964-66) stated. "A serious defect in the school curriculum is the absence of provision for education in social, moral and spiritual values. In the examination of the majority of Indians, religion is a great motivating force and is emotionally bound up with formation of character and the inculcation of ethical value. During the Higher Secondary level, they are in position to improve their frustration and their esteem to utmost extent. Emotional problem may be the feelings of insecurity feelings of Examination stress

failure to achieve the desired goal, and inability to satisfy the inner urges. The Examination stress problem may be due to temptation and gratification. Those problems are leading to the emotional imbalance and affect personality development. So there arise important needs for improving the Self esteem status among higher secondary students. Thus a study of the Self esteem and Examination stress may be considered to be of great importance. The investigator has selected the present study with he/she aim of knowing the “examination stress of higher secondary students in relation to self esteem”.

Objectives of the Study

1. To find out the level of examination stress of higher secondary students.
2. To find out the level of self esteem of higher secondary students.

Hypothesis

1. There is no significant difference between male and female higher secondary students in their Examination Stress.
2. There is no significant relationship between Examination Stress and Self esteem of higher secondary students.

Methodology

A descriptive survey method was adopted by the researcher 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 higher secondary students from 10 higher secondary schools in Virudhunagar district.

Tool

- Examination Stress and Self esteem Scales prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, mean, standard deviation and correlation.

Analysis of Data

Objective: 1

To find out the level of Examination Stress of higher secondary students.

Table 1 Level of Examination Stress of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
113	37.7	140	46.7	47	15.7

It is inferred from the above table that 37.7% of higher secondary students have low, 46.7% of them have moderate and 15.7% of them have high level of examination stress.

Objective: 2

To find out the level of Self esteem of higher secondary students.

Table 2 Level of Self Esteem of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
136	45.3	86	28.7	78	26.0

It is inferred from the above table that 45.3% of higher secondary students have low, 28.7% of them have moderate and 26.0% of them have high level of self esteem.

Null hypothesis: 1

There is no significant difference between male and female higher secondary students in their Examination Stress.

Table 3 Difference between Male and Female Higher Secondary Students in their Examination Stress

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	113	61.64	4.297	3.050	S
Female	187	63.07	3.735		

It is inferred from the above table that calculated 't' value (3.050) 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 higher secondary students in their examination stress.

Null hypothesis: 2

There is no significant relationship between Examination Stress and Self esteem of higher secondary students.

Table 4 Significant Relationship between Examination Stress and Self Esteem of Higher Secondary Students

Examination stress		Self esteem		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
22778	518837284	18760	351937600	427315280	0.049	NS

It is inferred from the above table that the calculated 'r' value (0.049) 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 examination stress and self esteem of higher secondary students.

Major Findings

1. The level of examination stress of higher secondary students is moderate.
2. The level of self esteem of higher secondary students is low.
3. There is a significant difference between male and female higher secondary students in their Examination Stress.
4. There is no significant relationship between Examination Stress and Self esteem of higher secondary students.

Interpretation

The 't' test result shows that there is significant difference between male and female higher secondary students in their examination stress. Female (63.07) have more examination stress than male (61.64) in their examination stress. This may be due to the fact that female students have more commitments, responsibilities and rare exposure.

Recommendations

1. Examination stress of higher secondary students is found to be average which may be boosted through special talks, seminars and proper guidance programmes for the parents and teachers.
2. Students should motivate and give positive strokes to the students so that they may reduce examination stress.

Suggestions of the Study

1. The present study has been limited to Virudhunagar district. It can be extended by increasing the size of the sample and covering several cities and District of Tamil Nadu.
2. The present study has been limited to the higher secondary students. The other higher secondary students can be considered in further researches.
3. In the present study only examination stress and self esteem has been studied. In further studies study habits, personality traits, intelligence, behaviour pattern can be studied.

Conclusion

The present investigation points out positive correlation between examination stress and self esteem. The study may find some usefulness in the field of modern education and may serve as a database for the future research. This knowledge would be of immense importance to the Teacher educators, educational planners and the Society at large. We can conclude by saying the words of Monroe "The final purpose of educational research is to ascertain principles and develop procedures in the field of education".

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A STUDY ON SELF-ESTEEM OF POST GRADUATE TEACHERS

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Abstract

The focus of present study was to ascertain the influence of a study on self-esteem of post graduate teachers. The sample comprises of 300 postgraduate teachers acquired from higher secondary schools in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant self-esteem and self esteem of school teachers.

Keywords: *Self-Esteem, Acquired, Significant, Reveal, SPSS Software.*

Introduction

The teacher is a social engineer. He should be a good leader; a democratic leader. He should have a positive attitude towards his profession. So, he should go to the class punctually and with adequate preparation. Sir John Adams (1980) describes the teacher as a “maker of man” (P.60). The teacher must be a lover of his pupils. The sense of prestige is very important and impressive to young minds.

‘True light enlightens’ is a saying indebted to its Sanskrit Origin. It is knowledge that enlightens man. True knowledge brings enlightenment and self-realisation. The light of knowledge has been carried by teachers, ever since the beginning of man’s attempt to conquer the realm of knowledge. Teaching has been an enlightening process. Teaching was not identified to be a separate job in the advent of history and there were no ‘teachers’ as we address now. Teaching and preaching were concomitant processes; carried by the same person – the priest. The old ‘Gurukula system’ in India and emerged thus. The early gurus were religious authorities. They were glorified teachers too. The nobility which we attribute to education now, owes much to them. In the guru tradition, the teacher was a person dedicated to high calling and well revered for it. He was honoured and loved for his wisdom and his teaching. He was a privileged person. Many had passed along the path paved by those gurns.

Significance of the Study

Early in attitude study, researchers evaluated aspects such as teachers’ age and experience as indicators of self-esteem. Now, some trends remain which appear to have an influence on teachers’ attitudes. For instance, tenure is still a strong indicator of teachers’ positive attitudes toward self-esteem. A new trend has also emerged in which a teachers’ educational level is also correlated with his attitudes toward self-esteem (Kay,1993; Loyd, 1984; Pelgrum, 1991).

Teachers with fewer than three years' experience and teachers new to school tend to use self-esteem with their students less than their more experienced colleagues (Russell, 2007). Self-esteem has never been more available in classrooms in Iran than it is right now. However, positive results in using self-esteem in the classroom can only be realized if a teacher is willing to learn, to experiment and to use the self-esteem in the classroom. Thus, researching teachers' attitudes toward self-esteem in general and in education specifically is unimportant endeavor, providing insight and direction for all educational stakeholders. In fact, Wenzlaff (1998) posits that teachers' attitudes are among a handful of factors that determine the formal and informal curriculum in the classroom. Further, if teachers do not confront these attitudes and beliefs, they remain steadfast even when change abounds. The research is beginning to show that success requires understanding the relationship between variables which considered teachers' attitude toward self-esteem (Honey, Culp, & Carrigg, 2000). This understanding is currently incomplete. To further understanding, the study investigated the self-esteem of postgraduate teachers".

Objectives

1. To find the level of self-esteem of postgraduate teachers.
2. To find out there is any significant difference in postgraduate teachers in their self-esteem with respect to gender and marital status.

Hypothesis

1. There is no significant difference between the male and female postgraduate teachers in their self-esteem.
2. There is no significant difference between married and unmarried postgraduate teachers in their towards self-esteem

Methodology

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

Population for the Study

The population of the present study is the postgraduate teachers of 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 200 postgraduate teachers from higher secondary school in Virudhunagar district of Tamilnadu.

Tool

- Self-esteem scales prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, Mean, Standard Deviation, and Correlation.

Analysis of Data

Hypothesis: 1

There is no significant difference between the male and female postgraduate teachers in their Self-esteem with respect to gender.

Table 1 Significance Difference between Male and Female Postgraduate Teachers in their Self-Esteem

Gender	N	Mean	Sd	Calculated “t” value	Remarks at 5% level
Male	96	31.33	9.454	5.22	S
Female	104	38.00	8.599		

The calculated ‘t’ value (5.22) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Hence there is a significant difference between the male and female postgraduate teachers in their Self-esteem with respect to gender.

Hypothesis: 2

There is no significant difference between married and unmarried postgraduate teachers in their self-esteem.

Table 2 Significance Difference between Married and Unmarried Postgraduate Teachers in their Self-Esteem

Marital Status	N	Mean	Sd	Calculated “t” value	Remarks at 5% level
Married	128	32.05	9.474	5.83	S
Unmarried	72	39.68	7.735		

The calculated ‘t’ value (5.96) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Hence there is a significant difference in the Self-esteem among the postgraduate teachers in terms of their Marital Status. Unmarried teacher (39.68) have more access Self-esteem and spent more time than married (32.05) teacher. This is may be due fact that unmarried teacher have more attitude than married teacher.

Major Findings

1. There is significant difference between the male and female postgraduate teachers in their Self-esteem with respect to gender.
2. There is no significant difference between married and unmarried postgraduate teachers in their self-esteem.

Interpretation

1. The finding of the present study result shows that there is a significant difference between the male and female postgraduate teachers in their Self-esteem with respect to gender. A study that observed inter-gender differences found that female teacher

have more perception of smart board than female teachers ($M=38.00$) have more self-esteem than male teacher ($M=31.33$) in their perception of smart board with respect to gender.

2. The finding of the current study results demonstrates that there is significant difference in the Self-esteem among the postgraduate teachers in terms of their Marital Status. There is a significant difference in the Self-esteem among the postgraduate teachers in terms of their Marital Status. Unmarried postgraduate teachers (39.68) have more access Self-esteem and spent more time than married (32.05) teachers. This is may be due fact that unmarried postgraduate teacher has more attitude than married teacher.

Educational Implication

The present study will act as a guiding light to educational policy makers, teachers, students, parents and guidance and counseling workers to enable underachieving students to attain standards of excellence in life according to their intelligence level through critical thinking 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. In sum, it may be concluded that there is a strong linkage between effective critical thinking (study habits and study attitudes) and self-esteem. Thus, in order to minimize academic underachievement among students, there is an urgent need on the part of the institutions to make conscious and decisive efforts in the direction of enhancing the critical thinking by implementing critical thinking training programmes. This type of training programmes should be carried out by teachers who are efficient and firmly believe in the potential that each student possesses. This will ensure that the entire information is disseminated in such a way that the pupils become oriented towards the enhancement process.

Suggestions for the Further Research

1. The following suggestions were presented for further research The same study can be undertaken in other provinces of Virudhunagar district with a large sample and extending some more socio-psychological variables.
2. The research study based on sample drawn by adopting multi stage viz., national level; province level and sub-province level can be considered by taken some significant variables for predicting self-esteem of secondary students by adopting hierarchical linear modeling approach for identification of significant predictors at national level; province level and sub province level.
3. Similar study can be undertaken on different levels of school education as well as higher education also. The study can be extended by undertaken the teacher related, school related and home related variables which will be influencing the Self-esteem of students.

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TEACHING ATTITUDE AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

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Abstract

The main objective of study was carried out to find out whether there is any significant relationship between teaching attitude and job satisfaction of secondary school teachers. Normative Survey method was used and random sampling technique was employed for the study. Teaching attitude and job satisfaction Scale were used as tools to collect data from the sample of 150 secondary school teachers. The findings of the study reveal that i) the level teaching attitude of secondary school teachers (66.0%) is average ii) the level of job Satisfaction of secondary school teachers 66%) is average. iii) there is a significant relationship between teaching attitude and job satisfaction of secondary school teachers.

Introduction

The effectiveness of secondary education significantly hinges on the attitudes and job satisfaction of teachers. Teaching attitude encompasses the beliefs, feelings, and behaviors that teachers exhibit in their professional roles, directly influencing their teaching methods and interactions with students. Job satisfaction, on the other hand, refers to the extent to which teachers feel fulfilled and content with their work environment and responsibilities. This study explores the intricate relationship between teaching attitude and job satisfaction among secondary school teachers, aiming to uncover factors that contribute to a positive teaching environment and high levels of job satisfaction.

Significance of the Study

Research has shown that teachers with positive attitudes towards teaching are more likely to exhibit effective teaching practices, which can lead to improved student outcomes and academic achievement.

Job satisfaction plays a crucial role in teacher retention and recruitment efforts. Satisfied teachers are more likely to stay in their positions, reducing turnover rates, and creating a stable learning environment for students. Moreover, satisfied teachers can serve as positive ambassadors for the profession, attracting potential educators to join the field.

A high level of job satisfaction contributes to teacher well-being and reduces the risk of burnout. Teachers who feel valued, supported, and fulfilled in their roles are better equipped to manage stress and cope with the demands of teaching.

Teaching attitudes and job satisfaction influence the overall school climate and culture. When teachers are positive, motivated, and satisfied with their jobs, it fosters a supportive and collaborative environment that benefits both teachers and students.

Teachers' attitudes towards teaching can significantly impact student engagement and motivation. Positive teacher-student relationships, enthusiasm for the subject matter, and effective instructional strategies contribute to a conducive learning environment where students are more likely to thrive academically and socially.

In conclusion, understanding and addressing teaching attitude and job satisfaction among secondary school teachers are vital for promoting teacher well-being, enhancing teaching effectiveness, and ultimately, improving student outcomes. This study can provide valuable insights for educational policymakers, school administrators, and teacher training programs to support and empower teachers in their professional roles.

Objectives

1. To find out the level of teaching attitude among secondary school teachers
2. To find out the level of job satisfaction among secondary school teachers
3. To find out whether there is any significant relationship between teaching attitude and job satisfaction among secondary school teachers

Methodology

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

Population for the Study

The population of the present study is the secondary school teachers of Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The investigator used the simple random sampling technique for selecting the sample. The sample for the present study comprises of 150 teachers from high school, 10 secondary school of Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

Tool

1. Teaching attitude scale is prepared and valuated by investigator and guide (2023)
2. Job satisfaction scale is prepared and validated by Dr. V.Kasirajan

Statistical Techniques

The statistical techniques such as Mean, standard Deviation, 't' test and 'F' test were computed

Analysis of Data

1. The level of teaching attitude of secondary school teachers is average.

Table 1 Level of Teaching Attitude of Secondary School Teachers

Low		Moderate		High	
Count	%	Count	%	No.	%
24	16.0	99	66.0	27	18.0

The above table shows that, 16.0% of have low, 66.0% of them have moderate and 18.0% of them have high level of teaching attitude o secondary school teachers.

2. The level of job satisfaction of secondary school teachers is average.

Table 2 Level of Job Satisfaction of Secondary School Teachers

Low		Moderate		High	
Count	%	Count	%	No.	%
24	16.0	99	66.0	27	18.0

The above table shows that, 16.0% of have low, 66.0% of them have moderate and 18.0% of them have high level of job satisfaction of secondary school teachers.

3. There is no significant relationship between teaching attitude and job satisfaction of secondary school teachers.

Table 3 Relationship between Teaching Attitude and Job Satisfaction of Secondary School Teachers

Teaching attitude		Job satisfaction		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
54369	154235	2345	126504	138321	0.862	S

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

It is inferred from the above table that the calculated 'r' value (0.862) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is a significant relationship between teaching attitude and job satisfaction of secondary school teachers.

Major Findings of the Study

1. 16.0% of have low, 66.0% of them have moderate and 18.0 % of them have high level of teaching attitude o secondary school teachers.
2. 16.0% of have low, 66.0% of them have moderate and 18.0 % of them have high level of job satisfaction of secondary school teachers.
3. There is a significant relationship between teaching attitude and job satisfaction of secondary school teachers.

Recommendations of the Study

1. Implement regular professional development workshops focusing on teaching strategies, classroom management, and stress management.
2. Encourage teachers to pursue further education and certifications to boost their skills and confidence.
3. Develop mentorship programs where experienced, positive teachers mentor newer teachers. This can help new teachers develop positive attitudes and effective teaching practices.
4. Establish systems to recognize and reward teachers for their achievements and positive attitudes. Regular appreciation can boost morale and job satisfaction.
5. Foster a supportive work environment by ensuring open communication channels between teachers and administrators.
6. Provide adequate resources and support to teachers to reduce stress and improve their job performance.
7. Promote work-life balance by offering flexible working hours, mental health days, and wellness programs to help teachers manage stress and maintain a positive attitude.

Conclusion

The significant relationship between teaching attitude and job satisfaction among secondary school teachers highlights the importance of fostering positive attitudes within the teaching profession. Positive teaching attitudes not only enhance job satisfaction but also lead to better student outcomes, improved teacher retention, and a healthier school climate. To maximize these benefits, schools should invest in professional development, mentorship programs, recognition systems, supportive work environments, and work-life balance initiatives. Further research is needed to explore the long-term evolution of teaching attitudes, compare different educational contexts, assess the impact of specific interventions, and consider demographic influences. By addressing these areas, educational institutions can create a more fulfilling and effective teaching environment, ultimately enhancing the quality of education.

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ATTITUDE OF HIGH SCHOOL TEACHERS TOWARDS SAMACHEER KALVI

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Abstract

The focus of present study was to ascertain the influence of Attitude of Samacheer Kalvi of high school teachers. Descriptive survey method was used to conduct the study. The sample comprises of 300 high school teachers acquired from twenty-nine higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS software. The level of attitude towards Samacheer Kalvi of high school teachers is moderate in Virudhunagar district. The findings reveal that there is significant difference between male and female high school teachers in their attitude towards Samacheer Kalvi.

Keywords: *Samacheer Kalvi, High School Teachers, Descriptive, Survey Method.*

Introduction

Learning is the true imperishable riches; all other things are not riches. A man without education is like a marble in a quarry which does not shows its inherent beauty till the skill of a polisher fetches out all its beauty. (Naik 1968). The teacher is a social engineer. He should be a good leader; a democratic leader. He should have a positive attitude towards his profession. So, he should go to the class punctually and with adequate preparation. Sir John Adams (1980) describes the teacher as a “maker of man” (P.60). The teacher must be a lover of his pupils. The sense of prestige is very important and impressive to young minds. ‘True light enlightens’ is a saying indebted to its Sanskrit Origin ‘Paramorphic deepa pradeepa yethe’. It is knowledge that enlightens man. True knowledge brings enlightenment and self-realisation. The light of knowledge has been carried by Teachers, ever since the beginning of man’s attempt to conquer the realm of knowledge. Teaching has been an enlightening process. Teaching was not identified to be a separate job in the advent of history and there were no ‘Teachers’ as we address now. Teaching and preaching were concomitant processes; carried by the same person – the priest. The old ‘Gurukula system’ in India and emerged thus. The early gurus were religious authorities. They were glorified Teachers too. The nobility which we attribute to education now, owes much to them. In the guru tradition, the teacher was a person dedicated to high calling and well revered for it. He was honoured and loved for his wisdom and his teaching. He was a privileged person. Many had passed along the path paved by those gurns. Education has put on the halo of its modernity starting from Rousseau who launched a revolution in education and afterwards from Pestalzzi, Herbert, Froebel, Tagore etc. Teaching has become an endowment blended with scientific approach and artistic

manifestation by their effort. Thus, teaching gained the glory of being a noble profession descended from great.

Significance of the Study

In the context of emerging global competitiveness, there is an immediate need for improvement in samacheer of education, both of the Teachers and the students. Samacheer is all the more necessary at the elementary stage of education as it involves the initial period of a child's education, small steps which sets up the tone for his/her long journey to educate him/herself. It is the success at this stage that determines the distance that an individual will travel on the road to educate self. Teacher education has been identified as the single 24 most important factor in bring improvement in samacheer of education and same is true for elementary education but the alarming state of Teacher Education in the country is reflected in the fact that, in recent years, the majority of graduates that have appeared for the central Teacher Eligibility Test (TET) have failed to demonstrate even the most basic knowledge base expected from a teacher (Unicef, 2015). Therefore, it would be safe to say that although the number of teacher education institutes has phenomenally increased in the past few years, the same cannot be said of the samacheer of these institutes. Of late, the samacheer of these institutes them self is being questioned, with many experts stressing the need for immediate samacheer improvement of these institutes. However, the prerequisite to samacheer improvement and management is samacheer assessment. 48 The samacheer of education is often assessed in terms of examination results. This method is not a true measure of samacheer as the examination system in India is limited in scope and coverage. One of the useful approach is to assess the samacheer kalvi of the institutes of teacher education, covering various facets of samacheer in teacher education, not only in terms of outcomes but also in terms of inputs and the processes, giving due importance to the views of the major stakeholder

Objectives of the Study

1. To find out the level of Attitude towards Samacheer Kalvi of high school teachers.
2. To find out the level of Attitude towards Samacheer Kalvi of high school teachers with reference to gender

Hypothesis

1. There is no significant difference between male and female high school teachers in their attitude towards Samacheer Kalvi.
2. There is no significant difference between rural and urban high school teachers in their attitude towards Samacheer Kalvi.

Methodology

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

Population for the Study

The population of the present study is the high 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 high school teachers from twenty-nine high and higher secondary high school teachers Virudhunagar district of Tamilnadu.

Tool

Attitude towards Samacheer Kalvi Scale prepared and validated by investigator and the guide

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation.

Analysis of Data

Objective 1

To find out the level of Attitude towards Samacheer Kalvi of high school teachers.

Table 1 Level of Attitude towards Samacheer Kalvi of High School Teachers

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Attitude towards Samacheer Kalvi	105	35	112	37.3	83	27.7

It is inferred from the above table that 35.0% of the high school teachers have low, 37.3% of them have moderate and 27.7% of them have high level of attitude towards Samacheer Kalvi.

Objective: 2

To find out the level of Attitude towards Samacheer Kalvi of high school teachers with reference to gender.

Table 2 Level of Attitude towards Samacheer Kalvi Management of High School Teachers with Reference to Gender

Gender	Low		Moderate		High	
	Count	%	Count	%	Count	%
Male	44	38.9	36	31.9	33	29.2
Female	61	32.5	76	40.6	50	26.7

It is inferred from the above table that, 38.9% of the male high school teachers have low, 31.9% of them have moderate and 29.2% of them have high level of Attitude towards

Samacheer Kalvi. 32.5 % of the female high school teachers have low, 40.6% of them have moderate and 26.7% of them have high level of Attitude towards Samacheer Kalvi.

Hypothesis No. 1

There is no significant difference between male and female high school teachers in their attitude towards Samacheer Kalvi.

Table 3 Difference between Male and Female High School Teachers in their Attitude towards Samacheer Kalvi

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	113	79.88	10.714	2.258	S
Female	187	82.28	7.596		

(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 (2.258) 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 teachers in their attitude towards Samacheer Kalvi.

Null Hypothesis: 2

There is no significant difference between below 25 and above 25 high school teachers in their attitude towards Samacheer Kalvi.

Table 4 Difference between Below 25 and Above 25 High School Teachers in their Attitude towards Samacheer Kalvi

Age	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Below 25	78	79.17	10.506	2.556	S
Above 25	222	82.15	8.232		

(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 (2.556) 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 below 25 and above 25 high school teachers in their attitude towards Samacheer Kalvi.

Major Findings

1. The majority of the high school teachers belong to the moderate level of attitude towards Samacheer Kalvi.
2. The majority of the male and female belong to the moderate level of Samacheer Kalvi of high school teachers.
3. There is significant difference between rural and urban high school teachers in their attitude towards Samacheer Kalvi

Interpretation

1. The finding of present study shows that there is significant difference between male and female high school teachers in their attitude towards Samacheer Kalvi. Female high school teachers (82.28) are better than male high school teachers (79.88) in their attitude towards samacheer kalvi.
2. The finding of current study concludes that there is significant difference between rural and urban high school teachers in their attitude towards Samacheer Kalvi. Rural high school teachers are better than high school teachers in their attitude towards Samacheer Kalvi

Suggestions of the Study

The present study gives a clear-cut view about the present position of attitude towards Samacheer Kalvi of high school teachers. Based on the important findings stated earlier, the following recommendations are suggested:

- A comparative study on samacheer kalvi of management and leadership traits of high school teachers
- A study on relationship between emotional intelligence and leadership style among the higher secondary teacher.
- A study on relationship between emotional intelligence and samacheer kalvi of management of the tamil nadu.
- Relationship between samacheer kalvi of management and spiritual leadership among the higher secondary teachers.

Recommendations

1. Group activities and team work which help teacher to develop control over their emotions and handle relationships should be encouraged.
2. It is important for teachers the importance of Samacheer Kalvi by being emotionally expressive towards them.
3. There is a need to infiltrate lessons of Samacheer Kalvi into the fabric of school life, in order to help counter violence and other pitfalls that prevent children from growing into productive satisfied adults.
4. It is important for teachers to be Samacheer Kalvi themselves, possess higher emotional intelligence and help to maintain a sound emotional tone in the school.

Conclusion

One of the most famous examples of Samacheer Kalvi is implemented system to make its assembly line more efficient. the company decided to keep just enough inventories to fulfill customer orders as they were generated. the importance of samacheer has been in the past and this will march into the future and remain as key strategic importance to the librarianship. but the ultimate goal in obtaining highest samacheer products and services remain as an integral part of high school teachers ethos and no matter what modern management tools do we apply in search of 'samacheer'.

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THE IMPACT OF DIGITAL DEVICES ON STUDENTS' ACADEMIC PERFORMANCE: A QUANTITATIVE ANALYSIS

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Abstract

In the digital era, technology plays a crucial role in reshaping educational methodologies. This study examines the impact of digital devices on the academic performance of 11th-grade students in Tamil Nadu, India. Employing a descriptive survey method with a sample of 200 students from government and private schools, the study investigates key variables, including gender, locality, medium of study, and stream of education. Statistical analysis reveals that digital devices positively influence student engagement and academic success, with notable differences based on demographic factors. Boys and urban students demonstrate higher academic performance compared to girls and rural students. However, no significant differences are observed across medium of study, stream, and school management. The findings underscore the importance of regulated digital device usage to maximize academic benefits while mitigating potential distractions. Recommendations include the integration of digital pedagogy, teacher training on technology-based teaching, and the promotion of digital literacy among students for effective learning outcomes.

Keywords: *Digital Devices, Academic Performance, 11th Grade Students, Digital Pedagogy, Educational Technology.*

Introduction

In today's digital age, technology permeates every aspect of our lives, reshaping industries, communities, and educational paradigms alike. In the realm of education, digital devices ranging from smartphones and tablets to laptops and interactive whiteboards have become integral tools that promise to revolutionize traditional teaching and learning methods. As these technologies become increasingly ubiquitous in classrooms, there is a growing imperative to rigorously evaluate their impact on academic outcomes. In particular, the integration of digital devices is transforming academic engagement and learning outcomes among 11th grade students. Recent studies by Huang and Hew (2020) and Li, Gao, and Wang (2021) indicate that, when strategically implemented, digital devices enhance student engagement, support personalized learning, and cultivate critical thinking skills. Furthermore, Johnson et al. (2022) demonstrate that the use of technology in the classroom enables timely feedback and adaptive learning, which are essential for academic improvement. Conversely, concerns raised by Smith et al. (2021) and Martinez and Lee (2023) highlight that unregulated digital device usage can lead to distractions, fragmented attention, and cognitive overload, ultimately hindering academic performance. Additionally, while the ease of access

to vast online resources and interactive educational tools enriches the learning experience, it also necessitates the development of robust digital literacy skills among both students and educators. Consequently, this quantitative analysis, focusing exclusively on 11th grade students, aims to determine whether digital devices act as catalysts for academic success or pose challenges that disrupt learning in the modern classroom. By examining variables such as screen time, usage patterns, and the integration of digital pedagogy, the study seeks to provide a comprehensive overview of the multifaceted impact of digital technology on education.

Literature Review

Husam yaseen, Abdelaziz saleh mohammad, Najwa Ashal, Hesham Abusaimh, Ahmad Ali, & Abdel- Aziz Ahmad Sharabati (2025) explained that, “The Impact of Adaptive Learning Technologies, Personalized Feedback, and Interactive AI Tools on Student Engagement the Moderating task of Digital knowledge”. Findings of this study was students with advanced situations of digital knowledge were more involved with digital tools.

Asli Bahar Ivgin & Hakan Akcay (2024), explained that, “The Impact of Using Educational and Digital Games on Middle School Students Science Achievement”. The results showed that students in the educational and digital games sections were significantly better at wisdom achievement than students in the text- acquainted section. There was no significant difference was set up between the digital game- grounded and educational game-grounded students in terms of achievement.

PanelFang Wang, Xiaoli Ni, Mengzhu Zhang, & Jingjie Zhang (2024) delved that, “Educational digital inequality A meta- analysis of the relationship between digital device use and academic performance in adolescents”. The use of digital bias and adolescent academic achievement were set up to be appreciatively identified overall ($r = 0.25$). Also, there was a negative association ($r = -0.10$; $r = -0.16$) between the two when used for gaming or entertainment and socialising, but a positive correlation ($r = 0.12$) when used for educational purposes. Academic achievement decreases with adding digital contrivance use length ($r = -0.10$). Moderating goods show that rudiments including nation, gender, age, grade position, data sources, and instruments used to quantify academic performance have a big impact on this relationship.

Bozkus & Kivanç (2021) conducted that, “Digital bias and Student Achievement the Relationship in PISA 2018 Data”. The results showed that the structure of digital bias within the academy affected PISA 2018 reading, calculation and wisdom scores further than preceptors' capacity using digital bias. It was also revealed that there was a strong relationship between the structure of digital bias within the academy and preceptors' capacity using digital bias, and developing the structure of digital technologies could give practical benefits for scholars.

Hina Asif Khan, Ameen Ghulam & Murtaza Rafique (2021) explained that, “Impact of Personal Digital bias operation on Academic Performance of University students in Pakistan”. The study concluded that the smart phones, mobile phones, laptops were constantly used PDDs by the scholars for the academic purposes. Students used PDDs for using social networks like Facebook, WhatsApp, Twitter, etc. in order to stay in touch with

their classmates regarding their academic requirements. It was set up that using PDDs helped them ameliorate their English language chops and PDDs also helped in their literacy process hence perfecting their classroom performance.

Limniou and Maria (2021) conducted a case study, "The Effect of Digital Device operation on Student Academic Performance" to explore, there was a significant difference among the groups regarding the use of operations and pupil characteristics after controlling for the types of bias, with students who used only one operation during lecture time demonstrating advanced academic performance due to reduced distractions. Overall, the disquisition concluded that it's essential to review tutoring delivery processes to alleviate digital performance and enhance pupil engagement in lecture theatres.

Objectives of the Study

- To ascertain the level of impact of digital devices on students' academic performance.
- To find out the significant difference in impact of digital devices on students' academic performance with respect to their following demographic variables, such as Gender: boys / girls, Locality of the students: rural / urban, Medium of study: Tamil / English, Management of school: government / private, Stream of study: Arts / Science.

Hypotheses of the Study

- The level of impact of digital devices on students' academic performance is high.
- There is no significant difference in impact of digital devices on students' academic performance with respect to their following demographic variables such as Gender: boys / girls, Locality of the students: rural / urban, Medium of study: Tamil / English, Management of school: government / private, Stream of study: Arts / Science.

Methodology of the Study

For this study, the investigator has been applied the descriptive survey method (quantitative approach) for collected the data for adopted to statistical analysis and find out the results.

Variables of the Study

In this study has been consists of main variables and categorical variables. The main variables of the study were divided into two variables such an independent variable (digital devices) and dependent variable (students' academic performance). Also, the categorical variables contain such as gender (Boys/Girls), locality of the students (Rural/Urban), medium of the study (Tamil/English), stream of the study (Arts /Science) and management of school (Government/Private).

Population, Sample and Sampling Technique

In the study, the investigator focused on the population is the students who are studying 11th standard in government and private higher secondary schools in Salem district, Tamil Nadu, India.

For this study, the researcher selected 11th standard students who are studying in government and private higher secondary schools in Salem district, Tamil Nadu, India.

In the study, the sample consist of 200 11th standard students (100 - Government and 100 - private) has been adopted for data collection.

The simple random sampling technique has been applied for the survey method to data collection.

Research Tool of the Study

The investigator framed the self-made tool for used the data collection. The research to lease questionnaire for uses or impact of digital devices. The tool has been containing 30 items, the tool is based on the Likert type (four-point scale), the scale responses are 432 and one for positive statements. The skill contents only positive statements.

The tool has been adapted for face and content validity for internal consistency. Also, the tool has been applied for Cronbach's alpha reliability method, the reliability value was found that is 0.87.

Data Collection and Statistical Analysis

The data were collected by the researcher from 11th standard students in government and private higher secondary schools.

For the data analysis purpose, the investigator has been applied the following statistical techniques such as descriptive analysis (Mean and Standard deviation) and differential analysis ('t' test).

Testing of Hypotheses

- The level of impact of digital devices and students' academic performance is high.

Table 1 Level of impact of digital devices on students' academic performance.

Max. score: 120

Variables		Sample	Mean	S.D
Gender	Boys	100	110.79	8.90
	Girls	100	108.24	8.79
Locality of the students	Rural	86	107.36	9.03
	Urban	114	109.64	8.96
Medium of Study	Tamil	100	109.83	8.92
	English	100	110.67	9.06
Stream of study	Arts	78	107.82	9.67
	Science	122	109.48	8.84'
Management of school	Government	100	108.84	8.76
	Private	100	109.66	8.93
Average		200	109.23	8.99

From the table on (1) showed that the calculated mean score (Average) 109.23 is greater than the mid score of the maximum score (120) respectively. Consequently, the mean value inferred that the digital devices have high impact on students' academic performance.

- There is no significant difference in impact of digital devices on students' academic performance with respect to their following categorical variables such as gender, locality of the student, medium of study, stream of study and management of school.

Table 2 Significant Difference in Impact of Digital Devices on Students' Academic Performance with Respect to their Following Category Variable such as Gender, Locality of the Students, Medium of Study, Stream of Study, Management of School

Variables		Sample	Mean	S.D	't' Value
Gender	Boys	100	110.79	8.90	★ 2.56
	Girls	100	108.24	8.79	
Locality of the students	Rural	86	107.36	9.03	★ 2.28
	Urban	114	109.64	8.96	
Medium of Study	Tamil	100	109.83	8.92	@ 0.84
	English	100	110.67	9.06	
Stream of study	Arts	78	107.82	9.67	@ 1.66
	Science	122	109.48	8.84	
Management of school	Government	100	108.84	8.76	@ 0.82
	Private	100	109.66	8.93	

★ = significant

@ = Not significant

From the table (2) it is inferred that the calculated 't' value 2.56 (gender) and 2.28 (locality of the students) are greater than the tabulated value 1.96 at 0.05 level of significant. So, the null hypothesis is not accepted based on the categorical variables such as gender and locality of the students. Consequently, the result can be concluded that there is a significant difference in impact of digital devices on students' academic performance with respect to their gender and locality of the students.

Additionally, from the table (2) inferred that the calculated 't' values 0.84 (medium of study) 1.66 (stream of study) and 0.82 (management of school) are less than the tabulated value 1.96 at 0.05 level of significant. So, the null hypotheses are accepted based on the categorical variables such as medium of study, stream of study and management of school. Consequently, the result can be concluded that there is no significant difference in impact of digital devices on students' academic performance with respect to their medium of study, stream of study and management of school.

Discussion of the Study

From the statistical analyses revealed that the results the digital devices have high academic performance among higher secondary students consequently, the findings of the study have been discussed the gender wise analysis investigated that the boys (110.79) are better than the girls (108.24) in impact of digital devices on academic performance.

Additionally, the locality of the student's wise analysis showed that the urban areas students (109.64) are greater than the rural area students (107.36) in impact of digital devices on academic performance.

Next, the medium of study wise analysis noticed that the English medium students (110.67) are higher than the Tamil medium students (109.83) in impact of digital devices on academic performance. Also, the stream of study wise analysis revealed that the science discipline students (109.48) are superior to Arts discipline students (107.82) in impact of digital devices on academic performance. Further, the management of school wise analysis identified that the private school, students (109.66) are greater than government school students (108.84) in impact of digital devices on academic performance.

Recommendations and Suggestions of the Study

- The digital devices are very essential role in the teaching and learning process at present technology era. For the reason, the researcher revealed that some recommendation and suggestions based on the findings of the study.
- The school headmaster/headmistress maybe concentrate on the innovative technology related classroom for improve their teachers effective teaching and students efficient learning activities.
- The class teachers can be used technology-based teaching our technology enabled teaching method, because most of the teaching and learning activities has been conducting through digital devices.
- The student's must should be used to the digital devices for their learning activities and other educational activities such as assignment preparation and submission online tests etc.,

Conclusion

The study confirms that digital devices significantly impact the academic performance of 11th-grade students. While their usage enhances learning engagement and academic outcomes, the effectiveness depends on factors such as gender and locality. Boys and urban students showed a higher impact compared to their counterparts. However, there was no significant difference based on the medium of study, stream, or school management. The findings emphasize the importance of integrating technology effectively in education while minimizing potential distractions. Schools and educators should adopt structured digital learning strategies to maximize student benefits while ensuring responsible usage.

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