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RELATIONSHIP BETWEEN MATHEMATICS PHOBIA AND ACHIEVEMENT IN MATHEMATICS OF HIGHER SECONDARY STUDENTS

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Abstract
The aim of the study is to determine the impact of higher secondary students' Mathematics phobia. This study adopted descriptive survey method. The sample of 300 higher secondary students was obtained from ten higher secondary schools of Srivilliputhur Taluk by simple random sampling method. The data is statistically analysed by using SPSS. The extent of higher secondary students in their Mathematics phobia is moderate in Virudhunagar district. The study shows that there is significant association between Mathematics phobia and achievement in Mathematics of higher secondary students.
Keywords: *Mathematics Phobia, Achievement, Descriptive, Significant, Survey Method.*

Introduction
The word "Education" stresses on school and the total development of physique and behaviour. The true teacher has to develop the best in the child body, mind and soul. The aim of all learning should be the development of character and personality. The education makes the child ready for further education, but also transforms him in to a good citizen to country. Education is the tool with which we have to evolve and diversity in to various professions and vocations. Children of today are the leaders of tomorrow. It is good to know ourselves and our surroundings and to acquire the ethical, moral, cultural, social and spiritual values. Education is the process in which the human race is shaping itself into the manifestation of its own potentialities, it is a means for human being to discover its goal of greatest power, happiness and service in life, Truth, Charity, Righteousness, Honesty, Sacrifice, Tolerance, Punctuality, Loyalty and Faithfulness are other virtues that should be taught to our children. Mahatma Gandhi strongly emphasises on "Truth is the ultimate aim of education" (Aggarwal, 1985, P-5). Education in a restricted sense is the change of behaviour of children in a planned environment. To shape the behaviour. The stages of development of children and their characteristics are very important factors which the teacher must know to be successful in his teaching.

Significance of the Study
Mathematics anxiety is a sense of dread and anxiety that disrupts the manipulation of numbers and solving of mathematical problems in many common situations. Mathematics

anxiety can make you forget and doubt yourself. The three classroom practices that are very common in the traditional Mathematics classroom and cause anxiety for many students are imposed authority, public speaking and timelines. Thousands of people experience Mathematics anxiety. Most of this occurs in the classroom as a result of not considering students' different learning needs. In this modern age, more and more Mathematics is needed. There are many social factors influencing the achievement of students, one of the important factor is family acceptance. In the education environment, many researchers have found that there is a positive and significant relationship between self-efficacy, anxiety and stressed with achievement. Mathematics phobia is an anxiety and phobia which obstructs the use of numbers and solving mathematics problem across a broad range of real life and academic contexts. Mathematics phobia can make one lose his/her memory and confidence. Most of the Phobia occurs in the classroom because different learning styles are not taken into account. There is a greater need of Mathematics in today's society. Mathematics phobia can be reduced by positive attitude towards Mathematics. Mathematics is a very abstract subject and the achievement will be influenced by his / her self- efficacy. With the above mentioned mind set, but no such study has been done in Mathematics phobia and Mathematics achievement. In the light of the above the researcher studied the achievement in Mathematics of the secondary school students in relation to their Mathematics phobia and achievement in Mathematics.

Objectives of the Study

1. To know the level of Mathematics phobia of higher secondary students.
2. To find out the level of achievement in Mathematics of higher secondary students.

Hypothesis

1. There is no difference among first group and second group higher secondary students in their Mathematics phobia.
2. There is no significant difference among government, aided and private higher secondary students in their Mathematics phobia.
3. There is no significant difference in the Mathematics achievement of government, aided and private higher secondary students.

Methodology

The researcher used a descriptive survey research method for this study.

Population for the Study

Higher secondary school students of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu are the population of the current study.

Sample for the Study

The researcher used simple random sampling to select the sample. The sample for this study is 300 higher secondary students from 10 higher secondary schools in Virudhunagar district.

Tool

- Mathematics phobia Scale developed and validated by investigator and guide.
- The achievement in Mathematics is the marks achieved by all the higher secondary school students in Mathematics in the quarterly examination.

Statistical Techniques

Percentage, mean, standard deviation and correlation.

Analysis of Data

Objective: 1

To find out the level of Mathematics phobia of higher secondary students.

Table 1 Level of Mathematics phobia of Higher Secondary Students

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

As we can see in the above table, of higher secondary students have low, 65.3% of them have moderate and 11.0% of them have high level of Mathematics phobia.

Objective: 2

To know the achievement level of higher secondary Mathematics.

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

According to the above table, 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

Government, aided and private higher secondary students are not significantly different in their Mathematics phobia.

Table 3 Difference among Government, Aided and Private Higher Secondary Students in Their Mathematics Phobia

Variables	Sources	Sum of square	Degrees of freedom	Mean square	Calculate 'F' Value	Remarks at 5% Level
Mathematics phobia	Between	3424.942	2	1712.471	13.914	**S**
	Within	36552.428	297	123.072		
	Total	39977.370	299			

One can deduce based on the table above that, the table value (3.00) under df (2, 297) is lower than the calculated F (13.914) at 5% level of significance. Therefore the null hypothesis is rejected. It demonstrates that the difference between the government, government-aided and private school students in terms of Mathematics phobia is strong.

Null Hypothesis: 2

Government, aided and private higher secondary students show no significant difference in their success in Mathematics.

Table 4 Difference among Government, Aided and Private Higher Secondary Students in their Achievement in Mathematics

Variables	Sources	Sum of Square	Degrees of Freedom	Mean Square	Calculate 'F' Value	Remarks at 5% Level
Achievement in Mathematics	Between	31.618	2	15.809	0.115	**NS**
	Within	40696.179	297	137.024		
	Total	40727.797	299			

The conclusion based on the above table that calculates the value of F (0.115) falls below the value in the table (3.00) when the value of df (2, 297) is considered and at 5% of significance level. Therefore the null hypothesis is accepted. It demonstrates that the government, government aided and private school students have no significant difference in their achievement in Mathematics.

Major Findings

1. Higher secondary students have a moderate level of Mathematics phobia.
2. The achievement of Mathematics of higher secondary students is moderate.
3. Government, aided and private higher secondary students have a large disparity in their Mathematics phobia.
4. No significant difference exists between government, aided and private higher secondary students on their performance in Mathematics.

Interpretation

The current research demonstrates that a great disparity exists between government, aided and private higher secondary students in terms of Mathematics phobia. Comparing the mean value of type of school, Aided school students has a better mean value compared to the other type of school students in their Mathematics phobia. This could be because one of the main reasons that students are Scared of Mathematics and fail the subject is because of the peer pressure that they cannot cope with. Their abilities are doubted by them and they fail to handle the pressure of performance at school and other levels.

Recommendations

1. The teacher will be able to pay more attention to the students and consider individual differences of the students.

2. Teacher needs to be more caring and encourage the students to engage in learning Mathematics.

Suggestions of the Study

1. Recreation of the current work using other districts in Tamil Nādu.
2. Recreation of the current study using other variables.
3. Copy of the current research on attitude among the trainees of diploma teachers, nursing, engineers.

Conclusion

The current study seeks to quantify the higher secondary attainment in Mathematics in relation to Mathematics phobia and attainment in Mathematics. Study finding shows that Mathematics phobia and Mathematics achievement is average. The research offers recommendations that are useful in enhancing Mathematics achievement.

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SELF-CONFIDENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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Abstract
The present research is titled as "Self-confidence and Academic achievement of Higher secondary students". The values reflect the true picture of development of a society or nation. They indicate the level of development of a nation or society. Values are intrinsic importance, characteristics and principles which are the foundation for action and beliefs. The aim of the study was to know the Self-confidence and Academic achievement of higher secondary students. The design of the study was a survey which includes purposive sample of 300 students of higher secondary in Virudhunagar District. The analysis of data was made statistically in percentage, mean, standard deviation and 't'-test. A large number of higher secondary students were at average level of Self-confidence and Academic achievement.

Keywords: *Self-confidence, academic achievement, survey method, percentage analysis, standard deviation and 't'-test.*

Introduction

Smith (1964) and Ghiselli (1973) reviewed studies that have attempted to predict performance on spatial tests. Spatial tests do not contribute much to the prediction of success in the usual school subjects; not even in Geometry after the general ability is entered into the regression equation. There are a number of possible explanations for the discrepancy between the importance of spatial abilities and their usefulness in predicting performances. First, it could be that, once above a certain level, spatial abilities are not all that critical for school or job success. Second, the relative strength of Self-confidence, relative to other abilities, such as verbal and phonemic fluency abilities, may be more important in predicting how problems are solved rather than whether they are solved. Third, the criterion measures used in most studies may be biased in favour of other abilities, such as verbal or reasoning abilities. Fourth, current tests may not be very reliable measures of spatial abilities.

People can set goals. A student may make a goal of a good grade in an examination. Goal setting can have benefits in any aspect of life. When a person knows what he or she wants to achieve, it gives a focus on what needs to be improved on and usually subconsciously promotes this goal. Setting and planning makes for long term vision and short term motivation. It directs attention, motivation, learning, and mobilises resources. The more the combination of intelligence and motivation, the more the academic achievement. Thus, the achievement or successful performance of an individual related to his superior values and goals through a

scientific evaluation with social acceptance is academic achievement. In all the sustainable development, there are three sets of objectives - knowledge, skill and values. Students can achieve their academic goals if they are focusing on their goals with complete devotion and dedication. In fact adolescents' academic achievement is not only because of intelligence (Lourdhusamy, 2012).

At the higher secondary stage of general education the courses are diversified for the students to study a group of any three subjects in depth with freedom in the combination of subjects. To provide the all-round development of the adolescents 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 main endeavor of the present study is to investigate the Self-confidence and academic achievement of higher secondary students. The current study will be beneficial to both students and teachers because the awareness of the relationship between the factors being studied will help students to plan their Self-confidence in consideration of these factors. The present study will give us an idea about the ability of the skillful of where stuff is in relation to other stuff. Ability to understand or perceive track or extension. Self-confidence is to perceive the optical environment accurately, changes and adjustments in one's verbal perceptions, and to be able to re-composed elements of one's optical know, without the presence of relative physical stimuli Ability for goods extension in track. Individual's ability is to perceive differences and relations among spatial objects to perceive spatial dimension of an object (including one's own). This will also help teachers to develop student friendly practices to build up good Self-confidence in the school. And training and guidance can also be provided to the child based on their abilities to develop self-concept, reduce anxiety and increase scholastic performance.

At present it is believed that in India academic achievement is a result of training provided by the teacher to the student in the school environment. Though our examination system is not objective and scientific in presenting the real academic achievement of the students but it is the only way to get academic achievement. Thus, the current study might be beneficial to the students and teachers in handling different issues in academic achievement of the students. It will also be of great help for students and teachers in giving them a strong motivation to work on improving their Self-confidence that determines the academic achievement. Hence, it has been deemed necessary to take up this topic and it has been planned to investigate the Self-confidence and academic achievement of higher secondary students.

Objectives of the Study

1. To find out the level of Self-confidence of higher secondary students.
2. To find out the level of academic achievement of higher secondary students.

Null Hypothesis

1. There is no significant in Self-confidence of higher secondary students with reference to gender.

2. There is no significant difference in academic achievement of higher secondary students with reference to gender
3. There is no significant relationship between Self-confidence and academic achievement of higher secondary 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 higher secondary 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 higher secondary students from 10 schools in Srivilliputtur Taluk.

Tool

1. Self-confidence Inventory of higher secondary students is to be constructed and validated by investigator and guide.
2. The academic achievement refers to the total mark scored in the half yearly examination which is the academic year 2025-2026.

Statistical Techniques

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

Analysis of data

Objective: 1

To find out the level of Self-confidence of higher secondary students.

Table 1 Level of Self-Confidence of Higher Secondary 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 Self-confidence of higher secondary students.

Objective: 2

To find out the level of academic achievement of higher secondary students.

Table 2 Level of Academic Achievement of Higher Secondary 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 academic achievement of higher secondary students.

Null Hypothesis: 3

There is no significant difference in Self-confidence of higher secondary students with reference to gender

Table 3 Significant Difference in Self-Confidence of Higher Secondary 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' is1.96)

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 Self-confidence of higher secondary students with reference to gender.

Null Hypothesis: 4

There is no significant difference in academic achievement of higher secondary students with reference to gender

Table 4 Significant Difference in Academic Achievement of Higher Secondary 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' is1.96)

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 academic achievement of higher secondary students with reference to gender.

Null Hypothesis: 5

There is no significant relationship between Self-confidence and academic achievement of higher secondary students.

Table 5 Relationship between Self-Confidence and Academic Achievement of Higher Secondary Students

Study Habits		Academic Achievement		∑XY	Calculated 'r' Value	Remarks
∑X	∑X²	∑Y	∑Y²			
43167	111354	6240547	42364694	16033077	0.060	NS

(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 Self-confidence and academic achievement of higher secondary students.

Percentage Wise Analysis

1. 11.7% of have low, 67.0% of them have moderate and 21.3% of them have high level of Self-confidence of higher secondary students.
2. 10.8% of the male students have low, 61.5% of them have moderate and 27.7% of them have high level of Self-confidence of higher secondary students.
3. 16.0% of have low, 66.0% of them have moderate and 18.0% of them have high level of academic achievement of higher secondary students.
4. 17.7% of the male students have low, 63.8% of them have moderate and 18.5% of them have high level of academic achievement of higher secondary students.

Inferential Analysis

1. There is no significant difference in Self-confidence of higher secondary students with reference to gender.
2. There is no significant difference in academic achievement of higher secondary students with reference to gender.
3. There is no significant relationship between Self-confidence and academic achievement of higher secondary students.

Interpretations

The 't' test result shows that there is significant difference in Self-confidence of higher secondary students with locality of school. (i.e) the mean values of urban students are better than the rural students in their study habits. This may be because the urban students may have more access to various facilities such as libraries; borrowing books, magazines, newspapers and internet facilities and also they may need to use these facilities in their day to day life. So they have high level of Self-confidence

The result of "t" test indicates that there is significant difference in academic achievement of higher secondary school students with respect to the medium of instruction. The mean values of Tamil medium students are better than the English medium students. This can be because the Tamil medium teachers should be consulted by guidance and counselling workers to plan for appropriate type of study schedule for better academic achievement.

Suggestions of the Study

The following are the suggestions for further research studies.

1. Same study can be extended further with a large sample of students.
2. This study may be extended to compare the Self-confidence and academic achievement of higher secondary students belonging to different locality of school of study.
3. This study may be extended to compare the Self-confidence and academic achievement of higher secondary students belonging to different medium of instruction of study.
4. A study could be conducted on Self-confidence and emotional maturity of high and higher secondary level.
5. A study on Self-confidence 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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ATTITUDE OF B.ED. STUDENT TEACHERS TOWARDS VALUE-ADDED COURSES: A GENDER-WISE ANALYSIS

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Abstract

The main objectives of the study were to find out the level of attitude of the B.Ed student teachers towards value added courses with reference to gender. The sample drawn consisted of 300 B.Ed student teachers from various colleges of education. The attitude towards value added courses scale was prepared and developed by the investigator and guide. The research reveals that i) the level of attitude of the B.Ed student teachers towards value added courses is moderate (67.0). ii) Among B.Ed student teachers, 15.7% have low level, 67.0% have moderate level and 17.3% have high level of attitude towards value added courses. iii) With regard to male student teachers, 33.3% have low level, 41.7% have moderate level and 25.0% have high level of attitude towards value added courses. With regard to female student teachers, 13.3% have low level, 70.5% have moderate level and 16.3% have high level of attitude towards value added courses. iv) There is significant difference in attitude of the B.Ed student teachers towards value added courses with respect to gender.

Introduction

Education in the 21st century has undergone significant transformation, emphasizing not only academic knowledge but also the development of skills, competencies, and employability among learners. In this context, value-added courses have emerged as an essential component of teacher education programmes. These courses are designed to supplement the regular curriculum by providing additional knowledge, practical skills, and professional competencies that enhance the overall development of student teachers. B.Ed. student teachers, who are the future educators, are expected to be well-equipped with innovative teaching strategies, technological proficiency, and a positive attitude towards continuous learning. Value-added courses play a vital role in enriching their professional capabilities by offering training in areas such as communication skills, ICT integration, classroom management, and personality development. These courses not only improve their teaching competency but also prepare them to meet the dynamic demands of the modern educational system.

Attitude is a crucial psychological construct that influences an individual's behavior, interest, and level of participation in any activity. The attitude of B.Ed. student teachers towards value-added courses determines the extent to which they actively engage in and benefit from such programmes. A positive attitude can lead to better learning outcomes, whereas a negative attitude may hinder the effective utilization of these opportunities. Gender is another important variable that may influence the attitude of student teachers. Differences in socialization,

opportunities, and perceptions between male and female students can lead to variations in their attitudes towards value-added courses. Therefore, it becomes necessary to examine whether gender plays a significant role in shaping the attitudes of B.Ed. student teachers. In this context, the present study aims to analyze the attitude of B.Ed. student teachers towards value-added courses with special reference to gender. The findings of the study will help teacher educators, curriculum planners, and policymakers to understand the perception of student teachers and to design more effective value-added programmes that cater to the needs of both male and female learners.

Significance of the Study

The present study holds considerable significance in the field of teacher education, as it focuses on understanding the attitude of B.Ed. student teachers towards value-added courses. In the rapidly changing educational scenario, teacher preparation programmes are expected to equip future teachers with not only subject knowledge but also practical skills, professional competencies, and adaptability. Value-added courses serve this purpose by enhancing the overall quality of teacher training, making this study highly relevant. This study is significant as it helps in identifying the level of awareness and perception of B.Ed. student teachers towards value-added courses. Understanding their attitude provides valuable insights into how effectively these courses are being implemented and accepted among student teachers. It also highlights whether these courses are fulfilling their intended objectives of skill enhancement and professional development.

The gender-wise analysis adds further importance to the study. By examining differences in attitude between male and female student teachers, the study helps in identifying any existing disparities. This can assist teacher educators and institutions in adopting inclusive strategies to ensure equal participation and benefit for all students, irrespective of gender. The findings of the study will be useful for curriculum planners and policymakers in improving the design and implementation of value-added courses in B.Ed. programmes. It can guide them in introducing relevant, need-based, and student-centered courses that enhance employability and teaching effectiveness. Moreover, the study will benefit teacher educators by providing insights into student preferences and attitudes, enabling them to adopt suitable teaching methods and motivate students to actively participate in such courses. It also contributes to the existing body of knowledge in teacher education and may serve as a reference for future researchers who wish to conduct studies in similar areas. Thus, the study is important for improving the quality of teacher education and ensuring that prospective teachers are well-prepared to meet the challenges of modern classrooms.

Objectives of the Study

1. To find out the level of attitude of B.Ed. student teachers towards value-added courses.
2. To find out the level of attitude of B.Ed. student teachers towards value-added courses with reference to gender.
3. To find out whether there is any significant difference in the attitude of B.Ed. student teachers towards value-added courses with reference to gender.

Null Hypotheses

1. The level of attitude of B.Ed. student teachers towards value-added courses is average.
2. The level of attitude of B.Ed. student teachers towards value-added courses with reference to gender is average.
3. There is no significant difference in the attitude of B.Ed. student teachers towards value-added courses with reference to gender.

Method Adopted

Survey method was adopted for the present study.

Population of the Study

The population of the study consists of all B.Ed. student teachers studying in B.Ed. colleges in Virudhunagar district.

Sample of the Study

A small portion of the population, consisting of 300 B.Ed. student teachers, was selected for the present study. The sampling technique used was the simple random sampling method. Thus, the sample consisted of 300 student teachers, of whom 36 were male and 234 were female.

Tools Used

The investigator used attitude towards value added course is prepared and developed by investigator and guide (2025).

Statistical Technique Used

The investigator used the percentage wise analysis and ‘t’ test for analyze the data.

Analysis of Data

To find out the level of attitude of the B.Ed student teachers towards value added courses

Table 1 The Level of Attitude of the B.Ed Student Teachers towards Value Added Courses

Low		Moderate		High	
Count	**%**	**Count**	**%**	**No.**	**%**
47	15.7	201	67.0	52	17.3

It is inferred from the above table that, 15.7% of the B.Ed student teachers have low, 67.0% of them have moderate and 17.3% of them have high level of attitude towards value added courses.

To find out the level of attitude of the B.Ed student teachers towards value added courses with respect to gender.

Table 2 The Level of Attitude of the B.Ed Student Teachers towards Value Added Courses with Respect to Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	12	33.3	15	41.7	9	25.0
Female	35	13.3	186	70.5	43	16.3

It is inferred from the above table that, 33.3% of the male B.Ed student teachers have low, 41.7% of them have average and 25.0% of them have high level of attitude towards value added courses. 13.2% of the female student teachers have low, 77.2% of them have average and 9.6% of them have high level of attitude of the towards value added courses.

Inferential Analysis

Null Hypothesis: 1

There is no significant difference in attitude of the B.Ed student teachers towards value added courses with respect to gender.

Table 3 Difference in Attitude of the B.Ed Student Teachers towards Value Added Courses with Respect to Gender

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	36	86.7222	6.15333	2.450	S
Female	264	87.1326	4.98529		

It is inferred from the above table that calculated 't' value (2.450) is greater than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in attitude of the B.Ed student teachers towards value added courses with respect to gender.

Findings of the Study

1. Among B.Ed. student teachers, 15.7% have low level, 67.0% have moderate level, and 17.3% have high level of attitude towards value-added courses.
2. Among male B.Ed. student teachers, 33.3% have low level, 41.7% have moderate level, and 25.0% have high level of attitude towards value-added courses. Among female B.Ed. student teachers, 13.3% have low level, 70.5% have moderate level, and 16.3% have high level of attitude towards value-added courses.
3. There is a significant difference in the attitude of B.Ed. student teachers towards value-added courses with respect to gender.

Recommendations of the Study

1. The institution should conduct orientation and awareness programmes on the importance of value-added courses to strengthen positive attitudes among B.Ed. student teachers.

2. Since a significant difference exists based on gender, special attention should be given to ensure equal participation opportunities for both male and female student teachers in value-added courses.
3. Teacher educators should adopt inclusive teaching strategies that address the learning needs and interests of both male and female student teachers to reduce attitudinal differences.
4. Courses should be designed in a more activity-based, skill-oriented, and practical manner to increase engagement and develop a more positive attitude among student teachers.
5. Regular feedback, encouragement, and recognition should be given to student teachers to improve their interest and active involvement in value-added courses. Strengthen
6. Colleges of education should provide better facilities, resources, and mentoring support to enhance the effectiveness of value-added courses and improve student satisfaction.
7. Institutions should create awareness programmes highlighting the importance and benefits of value-added courses for professional development of B.Ed. student teachers.
8. Teacher educators should motivate student teachers, especially those with low attitude levels, to actively participate in value-added courses through incentives and recognition.
9. Value-added courses should be made more practical, skill-based, and interactive to increase student interest and positive attitude.
10. Regular feedback should be collected from student teachers to improve the quality and relevance of value-added courses.

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A STUDY ON LEARNING MATHEMATICS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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Abstract
The current research was aimed at determining the impact of Learning mathematics of higher secondary students. The study was carried out using descriptive survey method. The sample is made up of 300 higher secondary students obtained in ten higher secondary schools in Srivilliputhur Taluk using simple random sampling method. The data obtained is statistically analyzed in SPSS. The standard of higher secondary teachers in learning mathematics is average in Virudhunagar district. The results indicate that Learning mathematics has significant relationship with academic achievement of higher secondary students.
Keywords: *Learning Mathematics, Achievement, Descriptive, Significant, Survey Method.*

Introduction

The word Education underlines classroom education and general development of body and behaviour. The actual instructress has to labour to elicit the best out of the child body, mind and soul. Culmination of all knowledge should be the accumulation of character and personality. The education does not only equip the child to the higher education, but also moulds him into a productive citizen to the society. It is education that we have to use to transform and diversity into different professions and vocations.

Children of today are citizens of tomorrow. It assists in self-awareness and acquiring of the ethical, moral, cultural, social and spiritual values as well as becoming aware of our environment. Education is the process by which human kind is fulfilling in itself its own inner nature, it is a man means of fulfilling his destination of coming to his goal of greatest power, Joy and Service, Truth, Charity, Righteousness, Honesty, Sacrifice, Tolerance, Punctuality, Loyalty and Faithfulness are other virtues to be inculcated in the young generation. Mahatma Gandhi vehemently emphasizes upon the fact of Truth is the ultimate goal of education (Aggarwal, 1985, P-5). The narrow sense of education is the process of changing behaviour of children under a controlled setting. To influence the behaviour. Child developmental stages and traits are highly crucial aspects that the teacher needs to be aware of in order to become a successful teacher.

Significance of the Study

Mathematics anxiety is a state of tension, apprehension and fear which interfere with the manipulation of numbers and the solving of mathematical problems in a broad range of

everyday and academic tasks. Mathematics anxiety can make one forget and lower self-esteem. Some of the practices in the typical Mathematics classroom that cause anxiety among students are the imposition of authority, public speaking and time constraints. Mathematics anxiety is a reality and affects thousands of people. This anxiety is a result of classroom where there is no consideration for different learning styles of students. Now in the world there is an increased demand for Mathematics. There are many factors outside of the classroom which influence the achievement of the students, parental acceptance is one of the major factors that influence students' achievement. In an education learning environment, several studies have indicated that there is a significant correlation between self-efficacy, anxiety, stressed and academic achievement. Learning Mathematics is a sense of stress and phobia that cause disruption in dealing with number and solving mathematical problems in many different types of situations in life and learning. Learning Mathematics can make one forget and lose confidence. This Phobia is caused in the classroom when the teacher has not considered various learning styles. In today's society there is a greater need for Mathematics. Better attitude towards Mathematics will come to reduce Learning Mathematics. Mathematics is an abstract subject and the achievement will be impacted by his / her self- efficacy. With the above perspective, but there is no such research on the impact of learning mathematics on academic achievement. In the above context the researcher had conducted a study on the academic achievement of secondary school students with respect to their learning mathematics, and academic achievement.

Objectives of the Study

1. To find out the level of Learning mathematics of higher secondary students.
2. To find out the level of academic achievement of higher secondary students.

Hypothesis

1. No significant difference exists between first group and second group higher secondary students in their Learning mathematics.
2. Government, aided and private higher secondary students do not differ significantly in their Learning Mathematics.
3. No significant difference is found among government, aided and private higher secondary students, in academic achievement.

Methodology

The researcher used a descriptive survey approach to undertake this research.

Population for the Study

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

Sample for the Study

The simple random sampling technique was used by the researcher in choosing the sample. The sample of the current study consists of 300 higher secondary students of 10 higher secondary schools of Virudhunagar district.

Tool

- Learning mathematics Scale was prepared and validated by investigator and the guide.
- The academic achievement is the scores attained by the higher secondary school students in Mathematics in the quarterly examination in Mathematics.

Statistical Techniques

Percentage, mean, Standard deviation and correlation.

Analysis of Data

Objective: 1

To determine the level of Learning mathematics students of higher secondary.

Table 1 Level of Learning Mathematics of Higher Secondary Students

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

The above table is inferred to indicate that, 27.3% of higher secondary students have low, 65.3% of them have moderated and 11.0% of them have high level of Learning Mathematics.

Objective: 2

To determine the academic performance of students in higher secondary.

Table 2 Level of Academic Achievement of Higher Secondary Students

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

The above table would imply that, 11.7% of higher secondary students have low, 65.0% of them have moderate and 23.3% of them have high level of Academic achievement.

Null hypothesis: 1

No significant difference exists between the government, aided and private higher secondary students in their Learning Mathematics.

Table 3 Difference among Government, Aided and Private Higher Secondary Students in their Learning Mathematics

Variables	Sources	Sum of Square	Degrees of Freedom	Mean Square	Calculate 'F' Value	Remarks at 5% Level
Learning Mathematics	Between	3424.942	2	1712.471	13.914	**S**
	Within	36552.428	297	123.072		
	Total	39977.370	299			

The above table is inferred that the calculated F (13.914) exceeds the table F (3.00) at 5% level of significance and the calculated F (13.914) exceeds the table F (3.00) at 2df (2, 297). Therefore null hypothesis is rejected. It demonstrates that there is a big gap between government, government aided and private school students in their Learning Mathematics.

Null hypothesis: 2

Academic achievement has no important difference between government, aided and private higher secondary students.

Table 4 Difference among Government, Aided and Private Higher Secondary Students in their Academic achievement

Variables	Sources	Sum of Square	Degrees of Freedom	Mean Square	Calculate 'F' Value	Remarks at 5% Level
Achievement in Mathematics	Between	31.618	2	15.809	0.115	**NS**
	Within	40696.179	297	137.024		
	Total	40727.797	299			

The above table is inferred to compute F value (0.115) that is less than the table value (3.00) when the level of significance (df, 2,297) is 5%. The null hypothesis is, therefore, accepted. It reveals that there is no big difference between government, government aided and private school students in their academic performance.

Major Findings

1. Learning Mathematics of higher secondary learners is moderate.
2. The academic achievement of the higher secondary students is mediocre.
3. There is a large disparity between government, aided and private higher secondary students in their Learning Mathematics.
4. No significant difference exists between government, aided and private higher secondary students in terms of their academic achievement.

Interpretation

In the current investigation, it is evident that there is a lot of difference between government, aided and private higher secondary students in their Learning Mathematics A comparison of the mean value of the type of school indicates that the mean value of the Aided school students is higher compared to the other type of school students in their Learning Mathematics. This could be because one of the reasons why students are Scared of Mathematics and fail to pass the subject is because of the peer pressure which they cannot overcome. They are not confident in their skills and cannot withstand the pressure of performance in school and other stages.

Recommendations

1. More attention to the students and consideration of individual differences of the students can be provided by the teacher.

2. Teacher ought to be more caring and encourage the students to engage themselves in learning Mathematics.

Suggestions of the Study

1. Duplicate of the current study using other districts in Tamil Nada.
2. Recreation of the current work with other variables.
3. Copy of the current research of attitude among the trainees of diploma teachers, nursing, engineers.

Conclusion

The current study will also be conducted to gauge the higher secondary academic performance in relation to Learning Mathematics and academic performance. The study result shows that there is an average Learning Mathematics and academic achievement. Suggestions made by the research would help in enhancing academic performance.

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ADJUSTMENT BEHAVIOR AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract
The current study is aimed to determine the relationship between adjustment behavior and Academic achievement among High school Students in virdhunagar district. The sample included 300 High school Students who were selected from higher secondary schools in Virudhunagar district by using simple random sampling. The data is statistically analysed using SPSS. The results show there is no significant relationship between adjustment behavior and Academic achievement of High school Students.
Keywords: *Adjustment Behavior, Academic Achievement, High School Students, Descriptive, Survey Method and SPSS.*

Introduction

People experience Adjustment behavior more or less and in different social circumstances. Adjustment behavior is the feeling of apprehension or lack of confidence in social interaction with others and is most likely to appear in new situations where person fails to achieve the best and to interfere with his/her interpersonal relationships. They are slow in adapting themselves in social situations and have narrow comfort zone.

Achievement test is a test for evaluating the nature and level of student's learning in a subject. There are several factors that influence the achievement of a particular student in a particular field. Often many deserving students may not achieve as much as they should do on the basis of their potential. Students' interest in the field they are setting out for, students' teaching method, socio-economic and family background and some other psychological factors also play a role in students' achievements directly or indirectly.

Entrance into school is the most prominent area of change from parental attachment to new living. It has been found that adjustment behavior has been peak in an individual's life. It is during this period that emotions and adjustment behavior are heightened as the individual's need to become socially accepted and hence shy people are socially disadvantaged, have high levels of loneliness or depression and are more involved in academic activities than their non-shy peers. Literature shows that school drop-out rates are highest in the first two years of schooling and school attendance brings with it new demands and stressors. Such stressors may include adjustment behavior and stress associated with environmental changes, routine changes, new study methods, financial management and changes in interpersonal relationships.

Significance of the Study

Learning is an information processing procedure that causes relatively permanent behaviour changes in the learner due to experience or practice. The nature of modification or change in learner's behaviour largely depend on the nature of his learning experience and training for learning. One of the prime goals of education is to enhance learning. A lot of research studies on psychology of learning show the impact of a range of cognitive and affective factors which affect the quality and extent of academic performance of students. There are various factors which are the inhibitors of learning. One of the major factors which act as a barrier in learning and Academic performance is adjustment behavior.

Adjustment behavior is a primary human emotion which is a combination of fear and doubt and usually occurs when one perceives a situation to be a threat to one's ego or self-esteem. It is the sense of fear, anxiety or fright, sometimes without cause. Adjustment behavior can be beneficial in some situations, such as avoiding a dangerous situation. But when carried to extreme levels, it can have undesired consequences. In the modern world, exams are one of the most stressful events leading to Adjustment behavior in students. When the fear of doing badly on an examination becomes excessive, it is called Adjustment behavior. Adjustment behavior is excessive concern about examinations, fear of evaluation and fear of the consequences. It is an illogical thinking about the exam and results. It is made of irrational beliefs, irrational demands and catastrophic predictions.

Teenage stage and then equivalent the higher secondary school stage is considered as an important stage of life. It is a stage where hormonal changes occurs among both male and female school students. At this level, many factors play role in students' academic performance such as family background, socioeconomic status, mental health, school environment and many other factors. But the researcher is interested in studying the association between academic achievement and adjustment behavior level of the higher secondary school students.

Objectives of the Study

1. To find out the level of Adjustment behavior of High school Students
2. To find out the level of Academic achievement of High school Students.

Null Hypothesis

1. There is no any difference between male and female High school Students in Adjustment behavior.
2. There is no significant difference between male and female High school Students in their Academic achievement.
3. There is significant relationship between adjustment behavior and Academic achievement of High school Students.

Delimitations

- It is limited to the 300 students who are studying IX and X standard in higher secondary schools.
- It is limited to the study of gender, area, family type, Type of school and Medium

Methodology

The researcher followed a descriptive survey approach for this study.

Population for the Study

The sample for the current study is higher secondary school students at higher secondary schools of Virudhunagar district.

Sample for the Study

The sample is 300 IX and X standard students from 10 higher secondary schools of Srivilliputtur Taluk, Virudhunagar District

Tool

1. Adjustment behavior scale developed and validated by researcher and supervisor.
2. Academic achievement is the total marks secured by the students in the quarterly examination which is considered as Academic achievement of the students.

Statistical Techniques

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

Analysis of data

Objective: 1

To find out the level of Adjustment behavior of High school Students.

Table 1 Level of Adjustment Behavior of High School Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
79	29.6	148	43.2	73	27.2

The above table shows there are 29.6% of High school Students have low, 43.2% of them have moderate and 27.2% of them have high level of Adjustment behavior.

Objective: 2

To find out the level of Academic achievement of High school Students.

Table 2 Level of Academic Achievement of High School Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**No.**	**%**
54	17.2	191	65.3	55	17.5

The table above shows that 17.2% of the High school Students are low, 65.3% are moderate and 17.5% are high in their level of Academic achievement.

Null Hypothesis: 1

There is no difference in the adjustment of male and female High school Students.

Table 3 Difference between Male and Female High School Students in their Adjustment Behavior

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	111	64.42	8.038	3.421	**S**
Female	139	67.56	6.482		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is observed from the above table that the value of t (3.421) is higher than the table value (1.96) for df 298 and 5% level of significance. So, we reject the null hypothesis. This demonstrates that there is a difference in adjustment between male and female High school Students.

Null Hypothesis: 2

There is no significant difference between male and female High school Students in their Academic achievement.

Table 4 Difference between Mean Male and Female High School Students in their Academic Achievement

Gender	N	Mean	SD	't' Value	Level of Significance
Male	138	285.8	79.05	0.055	**NS**
Female	162	286.3	80.6		

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

The above table reveals that the calculated value of "t" is 0.055 is less than the tabulated value (3.00) for degree of freedom (df 2, 297) and t value 5%. Thus the null hypothesis is accepted. Hence, there is no significant difference between male and female High school Students in their Academic achievement.

Null Hypothesis: 3

There is no strong association between Adjustment behavior and Academic performance of the High school Students.

Table 5 Significant Relationship between Adjustment Behavior and Academic Achievement of High School Students

Variables	N	'r'	Level of Significance
Adjustment behavior and Academic achievement	300	0.031	**NS**

(At 5% level of significance, the table value of 'r' is 0.113)

The above table shows that the observed correlation coefficient, 'r', is 0.031, which is insignificant at 0.05 level. So, null hypothesis is accepted. There is no significant association between Adjustment behavior and Academic achievement of High school Students.

Major Findings

Descriptive Analysis

1. 29.6% of the Higher secondary Students have low, 43.2% of them have moderate and 27.2% of them have high level of adjustment behavior.
2. 17.2% of the higher secondary student have low, 65.3% of them have moderate and 17.5% of the student have high level of Academic achievement.

Inferential Analysis

1. There is a significant difference among male and female High school Students in their Adjustment behavior.
2. There is no significant difference between male and female High school Students in their Academic achievement.
3. There is no significant correlation between adjustment behaviour and Academic achievement of High school Students.

Interpretation

The result shows that there is difference between male and female High school Students in their adjustment behavior. There is significant difference between male (64.42) and female (67.56) High school Students in their adjustment behavior. This may be because male students are showing poor adjustment behavior as compared to the female students. This may be due to the fact that the male students have more physiological, psychological and behavioral.

Recommendations of the Study

1. The current investigation provides an insight about the Adjustment behavior and Academic achievement of High school Students. The following suggestions have been made on the basis of the data analysed and the study conducted by the investigator.
2. One of the key findings of the present study is that the students are having moderate level of Adjustment behavior. The results indicate that most of the students are facing the issue of Adjustment behavior. Therefore, it enlightens the authorities about the need to appoint the well qualified students who can apply the appropriate teaching strategies and skills to solve the problem.

Suggestions of the Study

The following are the suggestions for further research studies.

1. An area for future research is to explore other aspects of Adjustment behaviour among students.
2. The moderating and mediating effects of other educational, psychological, social and family factors in the impact of Adjustment behavior on Academic achievement of students can be investigated.

Conclusion

The need of prevention and first-line management of Adjustment behaviour among High school students should be known to students and parents and for this, schools should conduct orientation sessions. Preventive interventions and maintenance psychological programs should be organised in the campuses. Also, it is highly recommended to parents that if any behavioural inconsistency among wards is observed in regard to their academic performance, then they should be discussed with their wards and should consult with a psychologist. It is strongly advised that students should discuss with school psychologist for better awareness and execution of the aforementioned tasks. Students should prepare themselves well for their evaluative exams by completing the academic tasks on time, study with the support of other students and have believe in own abilities. Most importantly, students should spend quality time with their parents for their emotional issues like adjustment behaviour.

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RELATIONSHIP BETWEEN ENGLISH PHOBIA AND ACHIEVEMENT IN ENGLISH OF HIGH SCHOOL STUDENTS

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Abstract
The title of the present study is "English Phobia and Achievement in English of high school students". The values present in all of us may be found to be different in terms of capacities and abilities in one's emotional handling. The aim of the present study was to investigate the English Phobia and Achievement in English of high school students. The research design was a survey method, which includes purposive sampling of 300 high school students in Virudhunagar district. The data were interpreted using statistical tools of percentage analysis, mean, standard deviation and 't' -test. The results show that there was a difference between male and female high school students in their English Phobia and achievement in English.
Keywords: *English Phobia, Achievement in English, high school students, Descriptive, Survey method and SPSS.*

Introduction
Harmonious development of students is the goal of education. The cognitive, affective and psychomotor development needs to be enhanced. The focus has been moved from cognitive development to non-cognitive and cognitive development. While previously there was an emphasis on general intelligence, with the development of English Phobia it is believed that the holistic development of an individual is the amalgamation of conventional intelligence and English Phobia. English Phobia is related to feelings and relationship. It is important than conventional intelligence. It is an affect and includes skills such as interpersonal and intrapersonal skills. Daniel Goleman popularised the word English Phobia which was coined by Mayer and Salovey. It is the ability to perceive our own and others' feelings and to use those perceptions to motivate ourselves and manage our own and others' emotions. At this moment there is a penchant to think about schools as living wholes that grow and develop and in which each of the on-screen characters, their practices and their knowledge intertwine and interconnect with the environment, this organic metaphor for organisations is embraced by those who endeavour to enhance the effectiveness of schools as learning environments. Among others, in their comparison of the nature of organic life forms, they emphasise inner correspondence and particularly the impact of the everyday transactions between the on- screen characters with reference to the resources of running the school. They argue that only a significantly more elevated level of collaboration between all on-screen characters can lead to the accomplishment of improved performance of the school. They also see the school as a place

where students can become familiar with something of their future social conduct from these exchanges. However they are reluctant to suggest the need for a more conscious approach to some skills regarding emotions in ourselves and in our relationships.

Significance of the Study

Language is integral to learning Regardless of field, students learn 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 become an international language used across the globe for a variety of reasons, including academic and professional. The current employment market calls for effective communication competence. Academic performance of any individual is dependent on communication of ideas and thoughts verbally and in writing. Although teaching is an effective communication is an interaction where information, ideas, knowledge, skills and emotions are passed on to each other with an intention to bring about a behavioural change with verbal, non-verbal or written language. In this regard, it is undeniable that effective teaching is the result of oral presentation of the content. Classroom oral communication is the key to teaching and learning. In today's world English, the world's lingua franca, is not only a medium of communication, but also is a medium of learning. Of course, oral communication in the target language can't be avoided. Teachers are change agents in classroom. The effectiveness of a teacher is related to his personal effectiveness, his technical know-how, his managerial ability etc. Kothari Commission (1964-68) in its report stressed that the teachers are playing a vital role in the education system. To do this, teachers must have effective English speaking skills. Thus they will be successful academically and professionally. Nowadays the teacher education courses provide quality education in imparting hard skills and soft skills to the students' teachers. Student teachers of any discipline must have to listen attentively, deliver good presentation and put forward their doubts clearly and logically to develop deep understanding. Students teachers are taught to think and behave in a certain way to make a successful communication as a learner and later as a teacher. Now-a-days, after spending about 15-20 years of education, many students often cannot effectively communicate what they need to communicate so if it is English language. They are not able to understand the language and are failed to respond. So it's necessary to measure the impact of English Phobia and English achievement of school students.

Objectives of the Study

1. To find the level of English Phobia and its sub-dimensions of high students.
2. To find out the level of attainment in English of high students.

Null Hypothesis

1. There is no significant difference in English Phobia and its sub dimensions of high school students in terms of gender
2. There is no significance difference in achievement of English of high students with respect to gender.

3. There is no correlation between English Phobia and achievement in English of high students.

Delimitations

1. The variable English Phobia and achievement in English is predictive for the study.
2. The high school students of Virdhunagar are only taken into account.
3. 300 high school students were taken.

Methodology

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

Population for the Study

The target population for the current study is high school students of Virudhunagar district.

Sample for the Study

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

Tool

1. English Phobia scale developed and standardised by researcher and supervisor (2025).
2. English achievement is the marks obtained by the high school students in Virudhunagar district in the half yearly examination of English.

Statistical Techniques

Percentage, Mean, standard Deviation, ‘t’ test and correlation.

Analysis of data

Objective: 1

To find out the level of English Phobia of high school students.

Table 1 English Phobia of High School Students

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

It is revealed from the above table that, 48.7% of high school students have low, 49.0% of them have moderate and 25.7% of them have high level of English Phobia.

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

From the above table it is concluded that, 45.0% of the 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

English Phobia of male and female high school students is not significantly different.

Table 3 Difference between Male and Female High School Students in their English Phobia

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Male	133	225.17	73.44	4.793	**S**
Female	167	217.61	83.65		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

As observed from the above table, the calculated 't' value (4.793) is more than the table value (1.96) for df 298 and at 5% level of significance. So, the null hypothesis is rejected. This indicates that there is a significant difference in the English Phobia of male and female high school students.

Null Hypothesis: 2

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

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	284.195	77.1842	3.458	**S**
Female	167	287.000	76.8116		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

From the above table, it can be understood that the calculated value of 't' (3.458) is higher than the table value (1.96) for df 298 and at 5% level of significance. So, the null hypothesis is rejected. This suggests that there is difference between male and female high school students in their achievement in English.

Null Hypothesis: 3

There is no significant correlation between English Phobia and English high school students' achievement.

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

English Phobia		Achievement in English		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX2	ΣY	ΣY2			
36290.00	1316964100	25727.0	661878529	933632830	0.046	**NS**

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

The above table shows that the value of 'r' (0.046) is less than the table value (0.088) at 0.05 level of significance. Thus, null hypothesis is accepted. This indicates that there is no correlation between English Phobia and English performance of the high school students.

Major Findings

Descriptive Analysis

1. 48.7% of high school students have low, 49.0% of them have moderate and 25.7% of them have high level of English Phobia of high school students.
2. 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

1. There is a significant difference between male and female high school students in their English Phobia.
2. There is a significant difference between male and female high school in their achievement in English.
3. There is no significant relationship between English Phobia and Achievement in English of high school students.

Interpretation

1. The results of present study suggest that there is a difference between male and female high school students in their English Phobia. Female (125.17) are more better than male (117.61) high school students in their English Phobia. This may be because female have more interest, attention and motivation than male in their English Phobia.
2. There is a significant difference between male and female high school in their achievement in English. Female (87.00) are better than male (84.19) high school students in their achievement in English. The reason behind this is that female are more eager to learn and also take additional care and provide proper guidance for their learning.

Recommendations of the Study

1. The present study will serve as a lighthouses for educational planners, teachers, students, parents and guidance and counselling personnel to help underachieving students to achieve excellence in life as per their IQ by English Phobia training programme.

2. By improving the study habits and study attitudes of underachieving students, teachers can not only eradicate academic alienation among those students, but in consequence, can also increase academic achievement and lead to a successful future as demonstrated in the present study. In turn, they can contribute positively towards nation building.

Suggestions of the Study

The following are the suggestions for further research studies.

1. The study would be further extended by doing quantitative analysis of other types (path analysis, factor analysis etc.) which are extensions of regression analysis for the in-depth analysis of Achievement in English.
2. The study can be extended by using mixed approach, qualitative and quantitative methods to identify the other reasons for significant predictors in predicting the secondary students' achievement in English.

Conclusion

This study reveals that there is significant difference between male and female high school students in their English Phobia. Female high school students are better in their English Phobia than male in high school students. There is significant difference between rural and urban high school students in their English Phobia. Urban is better than rural in their English Phobia and also found that there is significant difference between nuclear and joint family high school students in their English Phobia. Students from joint family better than nuclear family in their English Phobia.

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