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**ARULMIGU KALASALINGAM COLLEGE OF EDUCATION**

**(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale & Affiliated to  
Tamil Nadu Teachers Education University, Chennai)**

**Anand Nagar, Krishnankoil-626126**

**Srivilliputtur Taluk, Virudhunagar District**

**Phone: (04563) 289 312 Fax: (04563) 289 322**

**E-mail: akceducation@rediffmail.com**

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*Krishnankoil-626126.*

*E-mail:akceeditorveni@gmail.com*



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## ATTITUDE TOWARDS ENVIRONMENTAL EDUCATION OF HIGH SCHOOL STUDENTS

**Dr. A. R. Anandha Krishnaveni**

*Principal*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

**C. Agnalin**

*M.Ed Scholar*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

### **Abstract**

*The focus of present study was to ascertain the influence of attitude towards environmental education of high school students. Descriptive survey method was used to conduct the study. The sample comprises of 300 secondary school students acquired from ten high and higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of attitude towards environmental education of high school students is moderate in Virudhunagar district. The findings reveal that there is no significant difference between rural and urban high school students in their attitude towards environmental education.*

**Keywords:** *Environmental Education, Attitude, Towards, Descriptive, Survey Method.*

### **Introduction**

Environment has been defined as the sum total of all Settings and impacts that affect the development and life of organisms. Environment is twist together in day-to-daylife of human beings and as such man plays a great role in preserving and make better the environment for the sake of development for a better future. However, lopsided developmental activities are accelerating the pace of environmental degradation. This accounts for scarcities of natural resources, which subsequently threaten the sustained productivity of the economy, economic production and consumption activities.

Attitude towards Environmental education is a lifelong process and should aim at imparting knowledge and understanding of man's total environment and of the methods and their application for improving our near and distant surrounds but it should also aim values necessary to understand, appreciate and improve our bio and troposphere's.

Man is a part and parcel of his environment due to his interaction with nature on a large scale, the balance of nature has been upset and environmental decadence occurred in most parts of the world. It has posed a great problem to the existence of man, planet threatening the quality of man's life and his survival. So there is a need to increase education and understanding of that environment and man's impact upon them to find out the effective ways to manage them. To achieve the goal, Attitude towards Environmental education is to formulate a responsible attitude towards the sustainable development of planet earth an appreciation of its beauty and an assumption of environmental ethics. It is the responsibility of the teachers to inculcate an education of environment among the pupils before that, the teachers should test how much the pupils know about the relationship between them and environment.

### **Significance of the Study**

Motivation for education about nature should begin at a very early level in schools. It is essential that for this to be implemented a proper educational approach be initiated in schools. At present, the entire world is

facing numerous of environment problems. These problems are great concern for scientists all over the world. We better know that over- exploitation of natural resources is responsible for some of environmental problem. Air, water and soil pollution is increasing every day. Vehicular exhausts, smoke releasing tall smokestacks, mining are various problem associated with human activities. Degradation of environment result in ecological balance. The government is taking several steps but is not success everywhere. Participation of people and students is there for, very important in planning and management of environment. Attitude towards Environmental education is necessary to know the importance of keeping the environment clean and protecting the earth. In a climate that is vitiated with political stances the generation following us is going to be the victims of confusion. It is therefore necessary that such studies that evaluate the education about the environment especially among students, are conducted and the lacunae remedied. So the study focuses on the topic entitled, “**Attitude towards Environmental education of high school Students**”.

### **Objectives of the Study**

- To find out the level of Attitude towards Environmental education of high school students.
- To find out the level of Attitude towards Environmental education of high school students with respect to gender.

### **Null Hypothesis**

1. There is no significant difference in Attitude towards Environmental education of high school students with respect to gender.
2. There is no significant difference in Attitude towards Environmental education of high school students with respect to type of family.
3. There is no significant difference in Attitude towards Environmental education of high school students with respect to location of student.

### **Delimitations**

1. The study has been confined to the high school students studying in high and higher secondary school.
2. Sample was taken from 10 high school schools situated in rural and urban areas of Srivilliputhu Taluk of Viruhunagar District.

### **Methodology**

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

### **Population for the Study**

The population for the present study comprises all the high school students, who are studying in different high and higher secondary schools in Srivilliputhur Taluk.

### **Sample for the Study**

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 secondary school students from 10 high and higher secondary schools in Virudhunagar district.

### **Tool**

Attitude towards Environmental education was prepared and validated by investigator and guide (2022)

## Statistical Techniques

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

## Analysis of Data

### Objective: 1

To find out the level of Attitude towards Environmental education of high school students.

**Table 1 Level of Attitude towards Environmental Education of High School Students**

Low		Moderate		High	
Count	%	Count	%	No.	%
46	15.3	203	67.7	51	17.0

It is inferred from the above table that 15.3% of high school students have low, 67.7% of them have moderate and 17.0% of them have high level of Attitude towards Environmental education.

### Objective: 2

To find out the level of Attitude towards Environmental education of high school students with respect to gender.

**Table 2 Level of Attitude towards Environmental Education of High School Students with Respect to Gender**

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	25	17.4	97	67.4	22	15.3
Female	21	13.5	106	67.9	29	18.6

It is inferred from the above table that, 17.4% of the male high school students have low, 67.4% of them have moderate and 15.3% of them have high level of Attitude towards Environmental education. 13.5% of the female high school students have low, 67.9% of them have moderate and 18.6% of them have high level of Attitude towards Environmental education.

### Null Hypothesis: 1

There is no significant difference in Attitude towards Environmental education of high school students with reference to gender

**Table 3 Difference in Attitude towards Environmental Education of High School Students with Respect to Gender**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	144	74.8958	15.06337	2.434	S
Female	156	77.2949	13.91690		

(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 (2.434) 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 towards Environmental education of high school students with respect to gender.

**Null Hypothesis: 2**

There is no significant difference in Environmental education of high school students with reference to type of family.

**Table 4 Difference in Attitude towards Environmental Education of High School Students with Respect to Type of Family**

Type of Family	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Nuclear	181	75.9669	14.67307	0.202	NS
Joint	118	76.3136	14.32092		

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

It is inferred from the above table that calculated 't' value (0.202) 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 Attitude towards Environmental education of high school students with respect to type of family

**Null Hypothesis: 3**

There is no significant difference in Attitude towards Environmental education of high school students with respect to locality of students

**Table 5 Difference in Attitude Towards Environmental Education of High School Students with Respect to Locality Student**

Location of Student	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	46	75.1739	16.42397	0.492	NS
Urban	254	76.3189	14.15738		

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

It is inferred from the above table that calculated 't' value (0.492) 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 Attitude towards Environmental education of high school students with respect to locality of student.

**Major Findings****Descriptive Analysis**

- 15.3% of have low, 67.7% of them have moderate and 17.0% of them have high level of Attitude towards Environmental education of high school students.
- 17.4% of the male students have low, 67.4% of them have moderate and 15.3% of them have high level of Attitude towards Environmental education of high school students.
- 13.5% of the female students have low, 67.9% of them have moderate and 18.6% of them have high level of Attitude towards Environmental education of high school students.



### **Inferential Analysis**

1. There is a significant difference in Attitude towards Environmental education of high school students with respect to gender.
2. There is no significant difference in Attitude towards Environmental education of high school students with respect to type of family.
3. There is no significant difference in Attitude towards Environmental education of high school students with respect to location of student.

### **Interpretation**

The 't' test result shows that there is significant difference in Attitude towards Environmental education of high school students with respect to gender. The mean values of female students are better than the male students in their environmental education. This may be due to the fact that the female students may have better knowledge, understanding and skills about natural environment and also they have to keep surrounding neatly so they female students have high level of environmental education.

### **Suggestions of the Study**

The following are the suggestions for further research studies.

1. A similar study may be conducted using the graduate, post graduate, And prospective teachers and school teachers.
2. A comparative study of school, college and university students may be undertaken.\
3. A similar study may be conducted using the graduate, postgraduate prospectiveteachers and school teachers.
4. A comparative study may be conducted using the graduate students from professional and non-professional colleges in Tamilnadu.
5. A similar investigation may be undertaken using the students of environmental andnon – environmental graduate students.

### **Educational Implications of the Study**

1. Environmental experts may be identified during the training programmes, who wish to specialize further in environment education and could be made master trainers to offer local expertise in families of students, thus developing a participative, and as an educative approach.
2. Suggestion from the coordinated endeavour of teachers and supporting teams like curriculum planners, examiners and environmentalist associations are certainly required to improve the situation and stimulate the balanced development of environmental consciousness in formal and non-formal educational set-ups.
3. Children should participate in tree planting campaign in and around their schools and residential areas.
4. School students should take part in various environmental management seminars organized by the school.
5. Teachers must acquaint their pupil about pros and cons of environmental pollution.

### **Conclusion**

The objective of the present investigation was to study the Attitude towards Environmental education of high school students. The recommendations given by the investigator may be very helpful for improving the Attitude towards Environmental education of high school students This study will be more powerful when the suggestions given by the investigator are applied for further study and it will be of a great help for those who study further in this field.

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## ATTITUDE TOWARDS STUDY OF SCIENCE AMONG SECONDARY SCHOOL STUDENTS

**Dr. M. Sugumari**

*Assistant Professor in History*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

**S. Vijayalekshmi**

*M.Ed Scholar*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

### **Abstract**

*This investigation was done to see if there is any significant relationship in attitude towards study of science among secondary school students. The sample comprises of 300 students acquired from ten high and higher secondary schools in Srivilpiuttur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS. The discoveries of the reveal that there is no significant relationship in attitude towards study of science among secondary school students.*

**Keywords:** *Attitude, Secondary School Students, Simple Random Sampling Technique and SPSS Software.*

### **Introduction**

Attitudes are acquired in several basic ways. Sometimes attitudes come from direct contact (personal experience) with the object of the attitude- such as opposing pollution when a nearby factory ruins our favorite river. Attitudes are also learned through interaction with others that is through discussion with people holding a particular attitude. Many of our attitudes are influenced by group membership. In most groups pressures to conform shape our attitudes, just as they do our behavior. Child rearing (the effects of parental values, beliefs and practices) also affects attitudes.

Science has been man's greatest ally since the dawn of civilization. It has created innumerable pathways to progress that have taken man from primitive life to the doorstep of advancement. The great achievements of science have made the present day world glorified to the extent that it has transformed the present civilization into scientific civilization. Life today is impossible without science. The role of science is of utmost importance in raising the level of country from developing to advance one. All doors of economic growth and development pass through the gateway of scientific advancement.

Secondary school is an institution which provides all or part of secondary education. Other terms such as "secondary school" are used in different nations or regions. The phrase "high school" often forms part of the name of the related institution.

### **Need and Significance of the Study**

Competitions play an important role in the development of right attitude of students towards a particular subject. Similarly, can be the case of science Olympiad which can also bring about a change in attitude towards science of students which can ultimately lead to improvement in academic achievement of students. In the present scenario the parents are more conscious regarding the performance of children in school related activities because of the increasing pressure of cut throat competition in society in various fields, so role of parents to motivate the children to take up various competitions for preparing them in various walks of life cannot be sidelined. In the present study review of literature is done to find the links between academic achievement, attitude towards science

and parental involvement on one hand and also the missing links between the same on the other hand. Review of literature was done with the above said variables with various angles to have a thorough knowledge of these variables.

Study of Science is helpful in learning most of the school subjects as it is believed to “the art of all art and science of all science”. Today the life has been more complicated, so that we need more Science to understand and adjust to the demand of life. Day by day this demand is going to be increased.

Science helps the students try to analyze problem, develop the habits of systematic thinking and objective reasoning. It helps the students to develop heuristic attitude and try to discover the facts or solution to the problems with their own independent efforts. It helps the students to understand and appreciate logical, critical and independent thinking of others.

It becomes crystal clear from the above discussion that Science is a life blood of all activities going inside a school. The investigator bears all these things in mind, and interested to assess the attitude of the students of IX and X standard towards Science. The present study will throw light on the following aspect. Findings and suggestions of this study will help the Science teacher to inculcate positive attitude towards Science among the secondary students. Hence, the present study is taken up. Hence the investigator is intended to do research on ‘Attitude Towards Study Of Science Among Secondary School Students’.

### **Objectives**

- To find out the level of attitude towards study of Science among secondary school students.
- To find out the level of attitude towards study of Science among secondary school students with respect to gender.

### **Null Hypotheses**

- There is no significant difference in attitude towards study of Science among secondary school students with respect to gender.
- There is no significant difference in attitude towards study of Science among secondary school students with respect to residence

### **Delimitations of the Study**

- The study was delimited to Srivilliputtur Taluk of Virudhunagar District.
- The study has been confined to the higher secondary school students studying in class IX and X only.

### **Population of the Study**

The population of the present study is the students studying standard of 9<sup>th</sup> and 10<sup>th</sup> in the secondary schools in Srivilliputtur Taluk.

### **Sample for the Study**

The investigator has selected 300 students studying in IX and X from high and higher secondary schools from the population. For selecting the students, the investigator used simple random sampling method.

### **Tools used for Present Study**

- Attitude of Science Scale prepared and validated by the investigator and guide (2022).

### **Statistical Techniques Used**

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

## Analysis of Data

### Objective: 1

To find out the level of attitude towards study of Science among secondary school students

**Table 1 Level of Attitude towards Study of Science Among Secondary School Students**

Low		Moderate		High	
Count	%	Count	%	No.	%
58	19.3	183	61.0	59	19.7

It is inferred from the above table that, 19.3% of students have low, 61.0% of them have moderate and 19.7% of them have high level of attitude towards study of Science among secondary school students.

### Objective: 2

To find out the level of attitude towards study of Science among secondary school students with reference gender.

**Table 2 Level of Attitude towards Study of Science among Secondary School Students with Respect to Gender**

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	33	19.2	103	59.9	36	20.9
Female	25	19.5	80	62.5	23	18.0

It is inferred from the above table that, 19.2% of the male students have low, 59.9% of them have moderate and 20.9% of them have high level of attitude towards study of Science among secondary school students. 19.5 % of the female students have low, 62.5% of them have moderate and 18.0% of them have high level of attitude towards study of Science among secondary school students.

### Null Hypothesis: 1

There is no significant difference in attitude towards study of Science among secondary school students with respect to gender.

**Table 3 Significant Difference in Attitude towards Study of Science among Secondary School Students with Respect to Gender**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	172	54.7384	8.79767	1.973	S
Female	128	54.6641	8.64458		

(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 (1.973) 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 no significant difference in attitude towards study of Science among secondary school students with respect to gender.

## Null Hypothesis: 2

There is no significant difference in attitude towards study of Science among secondary school students with respect to residence

**Table 4 Significant Difference in Attitude towards Study of Science among Secondary School Students with Respect to Residence**

Residence	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Day-scholar	286	54.4650	8.66393	2.183	S
Hosteller	14	59.6429	8.66121		

(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 (2.183) 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 towards study of Science among secondary school students with respect to residence.

## Major Findings

### Descriptive Analysis

- 19.3 % of students have low, 61.0% of them have moderate and 19.7% of them have high level of attitude towards study of Science among secondary school students.
- 19.2% of the male students have low, 59.9% of them have moderate and 20.9% of them have high level of attitude towards study of Science among secondary school students.
- 19.5% of the female students have low, 62.5% of them have moderate and 18.0% of them have high level of attitude towards study of Science among secondary school students.

### Inferential Analysis

- There is significant difference in attitude towards study of Science among secondary school students with respect to gender.
- There is significant difference in attitude towards study of Science among secondary school students with respect to residence.

### Interpretation

The 't' test result shows that there is significant difference in attitude towards study of Science among secondary school students with respect to gender. While comparing the mean scores of male (54.7384) and hosteller (54.6641) secondary school students, the male students are better than female students. (i.e) Male have more positive attitude towards Science than female. This may be due to the fact that male students have heuristics attitude and try to discover the fact or solution to the problem. So they have high level of attitude towards Science.

The 't' test result shows that there is significant difference in attitude towards study of Science among secondary school students with respect to residence. While comparing the mean scores of day-scholar (54.4650) and hosteller (59.6429) secondary school students, the hosteller are better than day-scholar students. This may be due to the fact that hosteller students may have use positive influence from peer group, it helps to develop and inculcate positive attitudes and beliefs

### Recommendations of the Study

- By adopting student – centered methods like inductive, analytic, laboratory, heuristic, problem solving, project methods, it is possible to inculcate positive attitude towards Science in students.
- Preparatory evaluation in Science help to find learning difficulties and thus help in remedial measures.
- Correlation approach in teaching of Science can develop positive attitude towards Science.
- Science teaching and evaluation strategies should be biasfree. This way, males and females will tend to see themselves as equals, capable of competing and collaborating in classroom activities.

### Suggestions for Further Research

- Science needs good amount of practice and full concentration. Thus, this study advocates that parents should be hands on when it comes to their children's study habits and practice. Parents should see that their children do (practice), not just reading Science. Conducive environment at home is to be provided to enhance concentration. This will ensure a passing score, hence, forms positive attitude towards Science.
- Teachers are important role models and career counselors for students at all levels, more than ever at secondary school level, which is the peak stage to guarantee the students, future career. This study recommends personal contact and timely counseling from the part of the teachers, encouraging and displaying the fact that Science paves richer chances for future career to the students.

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## RELATIONSHIP BETWEEN WOMEN EMPOWERMENT AND SELF-CONCEPT OF WOMEN TEACHER

**Dr. M. Nithya Kalyani**

*Assistant Professor in Mathematics*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

**S. Kalaiselvi**

*M.Ed Scholar*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

### **Abstract**

*The focus of present study was to ascertain the influence of relationship between women empowerment and self-concept of women teacher. Descriptive survey method was used to conduct the study. The sample comprises of 250 women teacher acquired from ten high schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of women empowerment and self-concept women teacher is average in Virudhunagar district. The findings reveal that there is significant difference among government, government aided and private high school students in their Achievement.*

**Keywords:** *Women Empowerment, Self-Concept, Women Teacher, Descriptive Survey Method and SPSS.*

### **Introduction**

The concept of women empowerment appears to be the outcome of several important critiques and debates generated by the women's movement throughout the world, and particularly by third world feminists. Its source can be traced to the interaction between feminism and the concept of "popular education" developed in Latin America in the 1970s (Walters, 1991). Self Concept implies a person's perception (or) view of himself. Self-concept is what the individual thinks as his actual self. Self-concept plays an important role in the development of personality of an individual. The positive Self-concept is likely to enable an individual to lead a happy, contented and well-managed life. The idea of self starts growing from the period of infancy and grows during childhood, adolescence and maturity.(Thambi Dorai and Muthuchamy 2008).

A good women teacher will remain a student all his life because learning is a continuum. The best women teacher are those who have the humility and capacity to learn by success and failure (castle 1975). Women teacher needs to realize that learning is a lifelong programs and an effective women teacher needs to engage in activities to increase, improve, update and stimulate his knowledge and skills for improved and efficient delivery. The acquired learning activities of an affective women teacher include seminars, workshops, conferences etc. The Government of India had ushered in the new millennium by declaring the year 2001 as 'Women's Empowerment Year' to focus on a vision 'where women are equal partners like men'.

### **Need and Significance of the Study**

Empowerment of women teachers implies empowerment of women, which indicates the process of equipping women with the knowledge, skills and self confidence to participate in the development process. If women teachers are empowered in many aspects, it is quite natural that they find many occasions/opportunities to speak to girl students about women issues, orient/influence/encourage them towards women empowerment. But, as it is observed in the present situation, no efforts are being attempted by many women teachers at any level of education. Level of empowerment vary from individual to



individual depending upon many personal and social factors like personality factors, self concept, self confidence, family structure/background, education level etc. Personality characteristic like extrovert/introvert tendency, low/high anxiety level, independent/ dependent nature will definitely make changes in achieving empowerment. For example, those who are enterprising, independent and outgoing are more empowered than who are introverts, dependents, etc. Similarly, self concept also influences women's attempt towards empowerment. It is also observed that the way of empowerment is not free from hurdles like patriarchal norms, traditional beliefs, economic system, etc.

Many research studies have reflected over these points, but results are not consistent. As such there is a great need for research in this area. It is evident from the present scenario, women including women teachers are not empowered completely. They may be highly educated, economically secured but not empowered in true sense: insecurity feeling is dancing in the life of most of our women. This is true in case of women teachers too. The review of related literature also indicated the dearth of studies on women empowerment in relation to personality factors and self concept and thus the present study is necessitated. This study will be of great significance in the direction of working out strategies and programmes for enabling women teachers in particular and women of any category in general to reach high level empowerment. This may also highlight the need for rethinking on women related issues and provisions for them to 'live with dignity'.

### **Objectives**

- To find the level of women empowerment of high school women teachers.
- To find the level of self-concept of high school women teachers.

### **Hypotheses**

- There is no significant difference in women empowerment of women teacher with respect to gender.
- There is no significant difference in self-concept of women teacher with respect to gender.
- There is any significant relationship between women empowerment and self-concept of school women teachers.

### **Delimitations of the Study**

- The present study is confined to the women teacher working in Virudhunagar district.
- The sample size is 250 only.
- Women empowerment and self-concept is variables of the study.

### **Population for the Study**

The population for the present study is women teacher in Virudhunagar district.

### **Sample for the Study**

The sample size is 250 women teacher from 10 schools in Virudhunagar district.

### **Tools used for Present Study**

- Women empowerment Inventory is prepared and validated by investigator and guide (2022).
- Self-concept is prepared and validated by investigator and guide (2022)

## Statistical Techniques used

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

### Objective 1

To find out the level of women empowerment of women teacher.

**Table 1 Level of Women Empowerment of Women Teacher**

Low		Moderate		High	
Count	%	Count	%	Count	%
122	40.7	118	39.3	60	20.0

It is inferred from the above table that, 40.7% of women teacher have low, 39.3% of them have moderate and 20.0% of them have high level of women empowerment of school women teachers.

### Objective 2

To find out the level of self-concept of women teacher.

**Table 2 Level of Self-Concept of Women Teacher**

Low		Moderate		High	
Count	%	Count	%	Count	%
120	40.0	135	45.0	15.0	20.0

It is inferred from the above table that, 40.7% of women teacher have low, 39.3% of them have moderate and 20.0% of them have high level of self-concept of school women teachers.

### Null Hypothesis 1

There is no significant difference between male and female women teacher in their women empowerment.

**Table 3 Difference between Male and Female Primary School Women Teacher in their Women Empowerment**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	143	94.741	8.1102	2.141	S
Female	157	96.529	8.6646		

*(At 5% level of significance, for df 248, the table value of 't' is 1.96)*

It is inferred from the above table that calculated 't' value (2.141) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows there is significant difference between male and female women teacher in their women empowerment.

### Null Hypothesis 2

There is no significant difference between male and female women teacher in their self-concept.

**Table 4 Difference between Male and Female Women Teachers' Women Teacher in their Self-Concept**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	143	90.329	7.5343	3.736	S
Female	157	97.452	7.1557		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.736) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows there is no significant difference between male and female women teacher in their self-concept.

### Null Hypothesis 3

There is no significant relationship between women empowerment and self-concept of women teacher.

**Table 5 Relationship between Women Empowerment and Self-Concept of Women Teacher**

Women empowerment		Self-concept		$\Sigma XY$	Calculated 'r' value	Remarks
$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$			
7703	59336209	19503	380367009	150231609	0.098	NS

(Table value of 'r' is 0.113, NS – Not Significant)

It is inferred from the above table that the calculated 'r' value (0.098) is less than the table value (0.113) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between women empowerment and self-concept of school women teachers.

### Major Findings

#### Descriptive Analysis

- 40.7% of women teacher have low, 49.3% of them have moderate and 10.0% of them have high level of women empowerment.
- 19.7% of women teacher have low, 69.3% of them have moderate and 20.0% of them have high level of self-concept.

#### Inferential Analysis

- There is significant difference between male and female women teacher in their women empowerment.
- There is significant difference between male and female women teacher in their self-concept.
- There is no significant relationship between women empowerment and self-concept of women teacher.

#### Interpretation

The finding present study result reveals that there is significant difference between male and female women teacher in their women empowerment. Female (26.52) are better than male (24.74) of women teacher in their women empowerment. This is may be due to fact that Females were reported to be more women empowerment women teacher than their male counterparts.

The finding of study result concludes that there is significant difference between male and female women teacher in their self-concept. Female women teachers (67.45) are better than male women teachers (62.23) in their self-concept. It has been found that the effect of gender is in favor of males. In other words females have higher level of commitment than males.

### Recommendations of the Study

- Though it is claimed that some women teachers are empowered as assessed in the present study, personal interaction with them indicated that they are yet to go up on the ladder of empowerment. Hence there is a great need to encourage women teachers to get empowered to maximum extent. For this purpose, some measures are to be taken both in the formal and non-formal/informal system of education.
- Women studies as a subject should be integrated into teacher education programme and also to secondary and tertiary level curriculum.

### Suggestions for Further Research

- A similar type of study taken with respect to other and working women in respective, zilla/village panchayat members and women executives etc
- Comparative study of awareness of men and women teachers about Women empowerment and other women issues
- Correlation studies with women empowerment and other factors like intelligence, creativity and personality patterns, etc.
- Experimental studies to enable women to get empowered, develop leadership qualities and entrepreneurship.

### Conclusion

The present study reveals that the women teacher are having high Women empowerment and high Self-concept. The study reveals that there is a significant relationship between Women empowerment and their Self-concept. So we may infer that the Women empowerment and Self-concept are interrelated with one another. If one who wants to improve their Women empowerment or Self-concept they must develop either one. The future women teachers must keep in mind that their maturity helps the women teachers become good citizens of our nation.

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## ATTITUDE TOWARDS FLIPPED CLASSROOM AMONG B.ED TEACHER TRAINEES

**Dr. M. Nithya Kalyani**

*Assistant Professor in Mathematics  
Arulmigu Kalasalingam College of Education, Krishnankoil*

**R. Kathirsan**

*M.Ed Scholar  
Arulmigu Kalasalingam College of Education, Krishnankoil*

### **Abstract**

*The present study is entitled as “Attitude towards Flipped Classroom among B.Ed Teacher Trainees”. The purpose of the present study was to find out the study of B.Ed Teacher Trainees towards Flipped Classroom. The research type was a survey method, which consists of purposive sampling of 300 high students in Virudhunagar district. The interpretation of data was done with statistical techniques in percentage analysis, mean, standard deviation and ‘t’-test. The majority of the B.Ed Teacher Trainees have moderate level of Flipped Classroom.*

**Keywords:** *Flipped Classroom, Attitude, B.Ed Teacher Trainees, Descriptive Survey Method and SPSS.*

### **Introduction**

Flipped learning is a unique approach that allows teachers to execute a methodology or various methodologies in their Classroom s. It means-school work at home and homework at school. The Flipped Classroom inverts traditional teaching methods, delivering instruction online outside of class and moving-homework into the Classroom. The students are required to watch the videos at home and take notes just as they would be estimated to do during a Classroom lecture. The students then come to class with a basic understanding of the content knowledge and the concept given in the video and complete what is traditionally known as-homework in class in partnership with the teacher. However, teachers are encouraged not to simply have students do rote paperwork in class to fill the Classroom time.

Teacher Education Students Every teacher trainee should possess the following core characteristics. They should be resourceful and should be aware of the existing conditions and practices. They must be able to build healthy relationship with student and able to understand this pupil in front of them. He should possess the skills for effective teaching, skill for interaction with pupils etc. They should have a mind to collect recent information in the field and update his knowledge of their subject and recent changes in technology of teaching.

### **Need and Significance of the Study**

The learner seeks self interest in Flipped Classroom teaching and learning process, because they can learn at their own pace wherever and whenever they need. They engage in online collaboration learning method and Classroom interaction helps to exchange their views, experience and access the latest information around the world and ready to update for the needs of day-to-day life. It helps to achieve the major aims of acquiring essential knowledge, skills, interest, attitude, and teaching of B.Ed teacher trainees. It promotes the learner to understand the contribution of B.Ed teacher trainees in the economy and national growth and also helps to enable the attributes of moralities. The Flipped Classroom strategy gives the aesthetic sense of learning Flipped Classroom and kindles the curiosity on learning. It engages student sufficiently in the subject matter to stimulate higher-order thinking which a challenging task is in the traditional method of teaching and group discussion (or) panel discussion strategies to develop the students’

knowledge and create a sense of responsibility in their learning process and it ponders students to seek authentic in their learning process. Flipped Classroom teaching method develops the student critical thinking skill and problem-solving ability and paves way for creativity in their teaching and learning process. Thus, a Flipped Classroom teaching strategy is inevitable in the development of the holistic learning process among the students of the modern world. This holistic learning enables the students to work efficiently. With this in mind, the investigator deals the present study entitled as “**Attitude towards Flipped Classroom among B.Ed Teacher Trainees**”.

### **Objectives**

1. To find out the level of Attitude towards Flipped Classroom among B.Ed teacher trainees.
2. To find out the level of Attitude towards Flipped Classroom among B.Ed teacher trainees with respect to gender.

### **Hypotheses**

1. There is no significant difference in Attitude towards Flipped Classroom among B.Ed teacher trainees with respect to gender.
2. There is no significant difference in Attitude towards Flipped Classroom among B.Ed teacher trainees with respect to residence.
3. There is no significant association between Attitude towards Flipped Classroom and parent’s monthly income.

### **Delimitations of the Study**

1. The study was delimited to Srivilliputhu Taluk of Viruhunagar District.
2. The study has been confined to the B.Ed teacher trainees studying in First year and second year colleges of education.

### **Population for the Study**

The population for the present study comprises all the high school students, who are studying in different high and higher secondary schools in Srivilliputhur Taluk.

### **Sample for the Study**

The sample size is 300 students from 10 education colleges in Virudhunagar district.

### **Tools used for Present Study**

Attitude towards Flipped Classroom was prepared and validated by investigator and guide (2022).

### **Statistical Techniques used**

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

### **Objective 1**

To find out the level of Attitude towards Flipped Classroom among B.Ed teacher trainees.

**Table 1 Level of Attitude towards Flipped Classroom Among B.ED Teacher Trainees**

Low		Moderate		High	
Count	%	Count	%	No.	%
46	15.3	203	67.7	51	17.0

It is inferred from the above table that 15.3% of B.Ed teacher trainees have low, 67.7% of them have moderate and 17.0% of them have high level of Attitude towards Flipped Classroom .

## Objective 2

To find out the level of Attitude towards Flipped Classroom among B.Ed teacher trainees with respect to gender.

**Table 2 Level of Attitude towards Flipped Classroom among B.ED Teacher Trainees with Respect to Gender**

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	25	17.4	97	67.4	22	15.3
Female	21	13.5	106	67.9	29	18.6

It is inferred from the above table that, 17.4% of the male B.Ed teacher trainees have low, 67.4% of them have moderate and 15.3% of them have high level of Attitude towards Flipped Classroom. 13.5% of the female B.Ed teacher trainees have low, 67.9% of them have moderate and 18.6% of them have high level of Attitude towards Flipped Classroom.

## Null Hypothesis 1

There is no significant difference in Attitude towards Flipped Classroom among B.Ed teacher trainees with reference to gender

**Table 3 Difference in Attitude towards Flipped Classroom among B.ED Teacher Trainees with Respect to Gender**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	144	32.8958	4.06337	2.434	S
Female	156	32.2949	4.91690		

(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 (2.434) 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 towards Flipped Classroom among B.Ed teacher trainees with respect to gender.

## Null Hypothesis 2

There is no significant difference in Attitude towards Flipped Classroom among B.Ed teacher trainees with respect to residence

**Table 4 Difference in Attitude towards Flipped Classroom among  
B.Ed Teacher Trainees with Respect to Residence**

Residence	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Day-scholar	133	32.2707	4.49542	2.006	S
Hosteller	167	31.6347	4.52524		

*(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 (2.006) 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 towards Flipped Classroom among B.Ed teacher trainees with respect to residence.

### Major Findings

#### Descriptive Analysis

- 15.3% of have low, 67.7% of them have moderate and 17.0% of them have high level of Attitude towards Flipped Classroom among B.Ed teacher trainees.
- 17.4% of the male students have low, 67.4% of them have moderate and 15.3% of them have high level of Attitude towards Flipped Classroom among B.Ed teacher trainees.

#### Inferential Analysis

- There is a significant difference in Attitude towards Flipped Classroom among B.Ed teacher trainees with respect to gender.
- There is a significant difference in Attitude towards Flipped Classroom among B.Ed teacher trainees with respect to residence.

#### Interpretation

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

#### Recommendations of the Study

- In this present study, students learn the pedagogy of mathematics effectively through flipped Classroom strategies than the conventional method of teaching. Effectiveness of flipped Classroom strategies has been established beyond a shadow of a doubt. Hence, the newer instructional technology using the effectiveness of flipped strategies can be introduced for the college and school students.
- The Department of Education may conduct an in-service training programme on developing a flipped Classroom.



### Suggestions for Further Research

- Since the present study was conducted with only flipped Classroom strategies i.e. the similar study can be conducted with other flipped Classroom strategies.
- The present study may be conducted in other subjects at the B.Ed. College level.
- The study may be replicated in relation to other variables viz. teaching styles, learning styles and academic achievement etc.

### Conclusion

The flipped methodology is an effective methodology compared to the ancient lecture room; significantly the aim is to extend students' achievement, to develop positive attitudes and to extend their motivation towards the course. It has benefits and advantages over traditional teaching methods. A Chinese proverb says, "Tell me and I forget, teach me and I may remember, involve me and I learn." This quote embodies the core of the flipped Classroom concept. When properly implemented, Flipped Classroom environments are primarily a positive experience for both lecturers and students who learn to appreciate the increased engagement. Favorable views towards the using of flipped Classroom were involved energetically with using a flipped Classroom. Moreover, educators should incorporate technology into their teaching to achieve better learning outcomes. Educators should include technology in their Classroom to create better learning opportunities for their students. Flipped Classroom strategies could be effectively used in the teaching-learning process. This would enrich the conceptual clarity of the subject at anytime from anywhere.

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## SHYNESS AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS IN VIRDHUNAGAR DISTRICT

**Dr. A. R. Anandha Krishnaveni**

*Principal*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

**G. Veeralagu**

*M.Ed Scholar*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

### **Abstract**

*The focus of present study was to ascertain the influence of shyness and academic achievement among higher secondary students in Virudhunagar district. The sample comprises of 300 higher secondary students 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 relationship between shyness and academic achievement among higher secondary students.*

**Keywords:** *Shyness, Academic Achievement, Higher Secondary Students, Descriptive, Survey Method and SPSS.*

### **Introduction**

Humans experience Shyness in varying degrees and differently in different social situations. Shyness is a feeling experienced as apprehensiveness or lack of confidence in social interactions with others. It is most likely to occur during unfamiliar situations, hindering a person from achieving the best and disrupting his/her interpersonal relationships. They tend to be slow to warm up in social situations and have limited comfort zone.

An achievement test is used to measure nature and extent of students learning in a particular subject. Different conditions and factors affect the achievement of a particular student in a particular field. Sometimes quite deserving students may not achieve as can be expected on the basis of their abilities. Students' interest in the field of endeavor, students' methodology of teaching, socio-economic conditions and family set up and some other psychological factors also affect students' performance directly or indirectly.

The most obvious departing milestone from parental attachment into a new independent experience is when children start school. It has clearly been identified that shyness has been the strongest in a person's life. It is at this time emotional vulnerability and shyness intensify as the individual needs to satisfy the need to start new social networks and hence, shy individuals are generally at a social disadvantage, high levels of loneliness or depression and tend to involve in academic activities as compared to their non-shy counterparts. Research suggests that school dropout is most likely to occur within the first two years of school and attending school brings forth a new set of responsibilities and stressors for students. These stressors may include shyness and stress related to changing environments, changes in routine, new study habits, managing finances, and changes within interpersonal relationships.

### **Significance of the Study**

Learning is an information process which brings relatively permanent changes in the behaviour of a learner through experience or practice. The type of changes or modification found in learner's behaviour depends much on the type of learning experience and training received by him for this purpose. Maximizing learning is one of the most important objectives of education. Many research studies on the psychology of

learning reveal the influence of an array of cognitive and affective variables which determine the quality and level of academic performance of students. There are a number of factors which act as the barriers in the process of learning. One of the main factors which inhibit Academic achievement and the learning process is shyness.

Shyness is a basic human emotion consisting of fear and uncertainty that typically appears when an individual perceives an event as being a threat to the ego or self-esteem. It is the feeling of dread, fear, or apprehension, often with no clear justification. In some instances, such as avoiding dangerous situations, Shyness can be helpful. However when taken to extremes, it may produce unwarranted results. Today, examinations are one of the most threatening events that cause Shyness among students. When students develop an extreme fear of execute poorly on an examination, they experience Shyness. Shyness is an excessive worry about upcoming exams, fear of being evaluated and the apprehension about the consequences. It is an irrational thinking about exams and outcomes. It includes irrational beliefs, irrational demands and catastrophic predictions.

It is believed that the adolescent stage correspondingly the higher secondary school stage have got significant role in one's life. It is a period there are many hormonal changes on both boys and girls at school. The achievement of the students at this stage depend many reasons such as family, socio-economic status, mental health, school environment and so on. But the investigator is interested in knowing the relationship between higher secondary student's academic achievement and their Shyness level.

### **Objectives of the Study**

- To find out the level of Shyness of higher secondary students
- To find out the level of Academic achievement of higher secondary students.

### **Null Hypothesis**

1. There is no significant difference between male and female higher secondary students in their Shyness.
2. There is no significant difference between male and female higher secondary students in their academic achievement
3. There is any significant relationship between shyness and Academic achievement of higher secondary students

### **Delimitations**

- It is confined itself to the 300 students are studying XI and XII standard at higher secondary schools.
- It is restricted to the study of gender, locality, family type, Type of school and Medium

### **Methodology**

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

### **Population for the Study**

The population for the present study consists of higher secondary school studying at higher secondary schools in Virudhunagar district.

### **Sample for the Study**

The sample drawn is 300 XI and XII standard students from 10 higher secondary schools of Srivilliputtur Taluk of Virudhunagar District

## Tool

1. Shyness scale prepared and validated by investigator and guide.
2. Academic achievement refers to the total marks obtained by the students in the quarterly examination considered as Academic achievement of the respective students.

## Statistical Techniques

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

## Analysis of Data

### Objective: 1

To find out the level of Shyness of higher secondary students.

**Table 1 Level of Shyness of Higher Secondary Students**

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

It is inferred from the above table that, 29.6% of higher secondary students have low, 43.2% of them have moderate and 27.2% of them have high level of Shyness.

### 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.	%
54	17.2	191	65.3	55	17.5

It is inferred from the above table that 17.2% of the higher secondary students have low, 65.3% of them have moderate and 17.5% of them have high level of academic achievement.

### Null Hypothesis: 1

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

**Table 3 Difference Between Male and Female Higher Secondary Students in Their Shyness**

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' is 1.96)

It is inferred from the above table that calculated 't' value (3.421) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between male and female higher secondary students in their shyness.

### Null Hypothesis: 2

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

**Table 4 Difference Between Mean Male and Female Higher Secondary 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)

It is inferred from the above table that calculated 't' value is 0.055 is lesser than the table value (3.00) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female higher secondary students in their academic achievement.

### Null Hypothesis: 3

There is no significant relationship between Shyness and Academic achievement of higher secondary students.

**Table 5 Significant Relationship Between Shyness and Academic Achievement of Higher Secondary Students**

Variables	N	'r'	Level of Significance
Shyness and Academic achievement	300	0.031	NS

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

It is inferred from the above table that calculated correlation coefficient 'r' is 0.031, which is not significant at 0.05 levels. Hence, the null hypothesis is accepted. It is inferred that there is no significant relationship between Shyness and Academic achievement of higher secondary students.

### Major Findings

#### Descriptive Analysis

- 29.6% of higher secondary students have low, 43.2% of them have moderate and 27.2% of them have high level of Shyness.
- 17.2% of the higher secondary student have low, 65.3% of them have moderate and 17.5% of them have high level of academic achievement.

#### Inferential Analysis

- There is a significant difference between male and female higher secondary students in their Shyness.
- There is no significant difference between male and female higher secondary students in their academic achievement.
- There is no significant relationship between shyness and academic achievement of higher secondary students.

## Interpretation

The finding reveals that there is significant difference between male and female higher secondary students in their shyness. Male students (64.42) are better than female (67.56) higher secondary students in their shyness. This is may be due to fact that male students are lagging behind the female students in their shyness. This is may be due fact that Male have more physiological, psychological and behavioral.

## Recommendations of the Study

1. The present study gives a clear-cut view about the Shyness and Academic achievement of higher secondary students. Based on the data analyzed and by the investigator, the following recommendations have been made.
2. One of the important findings of the present study is that the students are having moderate level of Shyness. The findings reveal that the majority of the students face the problem of Shyness to some extent. So, it makes the authorities aware regarding the recruitment of well-trained students, who can adopt proper teaching methods and skills to deal with such issues.

## Suggestions of the Study

The following are the suggestions for further research studies.

1. Future research may concentrate on identifying various other dimensions of Shyness among students.
2. The mediating and moderating role of other educational, psychological, social and familial factors in the influence of Shyness on Academic achievement among students can be studied.

## Conclusion

Students and parents should be aware about the first hand management of Shyness among higher secondary students and for this, institutions should conduct awareness and orientation programmes. Preventive programmes and periodical psychological interventions should be conducted in the campus settings. Also, it is strongly recommended for the parents that any dissonance found in the behaviour of wards regarding their academics should be discussed with the respective students and should be consulted with a psychologist. It is strongly recommended that students should consult with school psychologist for better orientation and implementation of above mentioned activities. Students should optimize themselves for facing the evaluative situations by performing the academic tasks without any delay, devote efforts in studies with guidance from students, and possess confidence about their capabilities. Most importantly, students should have quality time with parents to discuss about their emotional problems especially shyness.

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