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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  
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## AWARNESS OF HEALTH HAZARDS OF HIGHER SECONDARY SCHOOL STUDENTS

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### **Abstract**

*The present study is entitled as "Awareness of health hazards of higher secondary school students". The values present an everyone of us may be found to have varying capacities and abilities with regard to one's dealing with emotions. The purpose of the present study was to find out the Awareness of health hazards of higher secondary school students. The research type was a survey method, which consists of purposive sampling of 300 higher secondary school students in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The findings reveal that there is a significant difference between male and female higher secondary school students in their Awareness of health hazards.*

**Keywords:** *Awareness of Health Hazards, Higher Secondary School Students, Descriptive, Survey Method and SPSS.*

### **Introduction**

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

## **Significance of the Study**

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

## **Objectives of the Study**

1. To find out the level of Awareness of health hazards of higher secondary school students.
2. To find out the level of Awareness of health hazards of higher secondary school students with respect to gender.
3. To find out the level of Awareness of health hazards of higher secondary school students with respect to residence

## **Null Hypothesis**

1. There is no significant difference in Awareness of health hazards of higher secondary school students with respect to gender.
2. There is no significant difference in Awareness of health hazards of higher secondary school students with respect to residence.

## **Delimitations**

1. The awareness of health hazards consists for the study.
2. The study was limited only to higher secondary school students in Virdhunagar.
3. The sample was limited to 300 higher secondary school students.

## **Methodology**

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

## Population for the Study

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

## Sample for the Study

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

## Tool

(i) Awareness of health hazards scale constructed 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 Awareness of health hazards of higher secondary school students with respect to gender.

**Table 1 Level of Awareness of Health Hazards of Higher Secondary School Students with Reference to Gender**

<i>Gender</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Male	57	33.3	80	46.8	34	19.9
Female	7	5.4	97	75.2	25	19.4

It is inferred from the above table that 33.3% of the boy higher secondary school students have low, 46.8% of them have moderate and 19.9% of them have high level of Awareness of health hazards. 5.4 % of the girl higher secondary school students have low, 75.2% of them have moderate and 19.4% of them have high level of Awareness of health hazards.

### Objective: 2

To find out the level of Awareness of health hazards of higher secondary school students with respect to residence.

**Table 2 Level of Awareness of Health Hazards of Higher Secondary School Students with Reference to Residence**

<i>Residence</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Day-scholar	39	29.3	36	27.1	58	43.6
Hosteller	25	15.0	141	84.4	1	0.6

It is inferred from the above table that, 29.3% of higher secondary school students who are coming as day-scholars have low, 27.1% of them have moderate and 43.6% of them have high level of Awareness of health hazards. 15.0% of students who are coming from the hostel have low, 84.4% of them have moderate and 0.6% of them have high level of Awareness of health hazards.

**Null Hypothesis: 1**

There is no significant difference in Awareness of health hazards of higher secondary school students with respect to gender

**Table 3 Significant Difference between Boy and Girl of Higher Secondary School Students their Awareness of Health Hazards**

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' Value</i>	<i>Remarks at 5% Level</i>
Male	171	1.78752	32.51476	1.706	NS
Female	129	1.85022	30.13808		

(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 (1.706) is less than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between boy and girl higher secondary school students in their Awareness of health hazards.

**Null Hypothesis: 2**

There is no significant difference in Awareness of health hazards of higher secondary school students with respect to residence

**Table 4 Significant Difference between Day-Scholar and Hosteller Higher Secondary School Students in their Awareness of Health Hazards**

<i>Residence</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' Value</i>	<i>Remarks at 5% level</i>
Day-scholar	133	1.95812	38.43120	7.671	S
Hosteller	167	1.70012	18.14234		

(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 (7.671) 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 between day –scholar and hosteller higher secondary school students in their Awareness of health hazards.

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

- 21.3 % of the higher secondary school students have low, 59.0 % of them have moderate and 19.7 % of them have high level of Awareness of health hazards
- 33.3% of the boy students have low, 46.8% of them have moderate and 19.9% of them have high level of Awareness of health hazards.
- 5.4 % of the girl students have low, 75.2% of them have moderate and 19.4% of them have high level of Awareness of health hazards.
- 29.3% of higher secondary school students who are coming as day-scholars have low, 27.1% of them have moderate and 43.6% of them have high level of Awareness of health hazards.



## **Inferential Analysis**

1. There is no significant difference between boy and girl higher secondary school students in their Awareness of health hazards.
2. There is significant difference between day–scholar and hosteller higher secondary school students in their Awareness of health hazards.

## **Interpretation**

1. The 't' test result shows that there is significant difference in Awareness of health hazards of higher secondary school students with respect to residence. The mean values of hostellerstudents are better than the day-scholar students in their health hazards education. This may be due to the fact that the hosteller may have participated in tree planting campaign in and around their schools and residential areas.

## **Recommendations of the Study**

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

## **Suggestions of the Study**

The following are the suggestions for further research studies.

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

## **Conclusion**

In the present study, it is found that there is significant difference between male and female higher secondary school students in their awareness of health hazards. Female are better than male higher secondary school students in their awareness of health hazards. There is significant difference between rural and urban higher secondary school students in their awareness of health hazards. Urban students are better than rural students in their awareness of health hazards and also found that there is significant difference between nuclear and joint family higher secondary school students in their awareness of health hazards. Joint family students are better than nuclear family students in their awareness of health hazards.

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# ATTITUDE TOWARDS LEARNING MATHEMATICS OF HIGH SCHOOL STUDENTS

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## **Abstract**

*This investigation was done to see if there is any significant relationship in attitude towards learning Mathematics of high school students. The sample comprises of 300 students acquired from ten high and higher secondary schools in Srivilliputtur 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 Learning Mathematics Of High 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.

Learning Mathematics 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 of the secondary students. Hence, the present study is taken up. Hence the investigator is intended to do research on ‘Attitude Towards Learning Mathematics Of Secondary School Students’.

### **Objectives**

1. To find out the level of attitude towards learning Mathematics of high school students.
2. To find out the level of attitude towards learning Mathematics of high school students with respect to gender.

### **Null Hypotheses**

1. There is no significant difference in attitude towards learning Mathematics of high school students with respect to gender.
2. There is no significant difference in attitude towards learning Mathematics of high school students with respect to residence

### **Delimitations of the Study**

1. The study was delimited to Srivilliputtur Taluk of Virudhunagar District.
2. 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**

1. 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 learning Mathematics of high school students

**Table 1 Level of Attitude towards Learning Mathematics of High School Students**

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
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 learning Mathematics of high school students.

### Objective: 2

To find out the level of attitude towards learning Mathematics of high school students with reference gender.

**Table 2 Level of Attitude towards Learning Mathematics of High School Students with Respect to Gender**

<i>Gender</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
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 learning Mathematics of high 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 learning Mathematics of high school students.

### Null Hypothesis: 1

There is no significant difference in attitude towards learning Mathematics of high school students with respect to gender.

**Table 3 Significant Difference in Attitude towards Learning Mathematics of High School Students with Respect to Gender**

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
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 learning Mathematics of high school students with respect to gender.

## Null Hypothesis: 2

There is no significant difference in attitude towards learning Mathematics of high school students with respect to residence

**Table 4 Significant Difference in Attitude towards Learning Mathematics of High School Students with Respect to Residence**

<i>Residence</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
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 learning Mathematics of high 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 learning Mathematics of high 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 learning Mathematics of high 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 learning Mathematics of high school students.

### Inferential Analysis

- There is significant difference in attitude towards learning Mathematics of high school students with respect to gender.
- There is significant difference in attitude towards learning Mathematics of high school students with respect to residence.

### Interpretation

The 't' test result shows that there is significant difference in attitude towards learning Mathematics of high 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 learning Mathematics of high 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**

1. 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.
2. Preparatory evaluation in Science help to find learning difficulties and thus help in remedial measures.
3. Correlation approach in teaching of Science can develop positive attitude towards Science.
4. 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**

1. 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.
2. 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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## A STUDY ON ONLINE TEACHING SKILLS OF HIGH SCHOOL TEACHERS

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### **Abstract**

*In the present scenario, online teaching skills are of paramount importance. These skills not only ensure that educators can continue delivering education during global crises but also open doors to more innovative, personalized, and accessible learning experiences. As the education system continues to evolve in the digital age, teachers who embrace and refine their online teaching skills will play a crucial role in shaping the future of education. In this study, the investigators have attempted to examine the level of online teaching skills of high school teachers with respect to the major subject, teaching experience and monthly income. A survey method research design was adopted for this study. Among simple random sampling methods was used to select participants. The sample of the study consists of 114 high school teachers who are working in Government, Aided, and Private schools of Sankarankovil Taluk, Tamil Nadu. The online teaching skills scale was used for collecting data. Chi square-test and one-way analysis of variance (ANOVA) was employed to analyze data. According to the obtained results, the level of online teaching skills can be considered moderate with respect to the major subject, teaching experience and monthly income. This study found out that, the linguistics, science and arts subject teachers are better than the maths subject teachers in their online teaching skills. It also found that, there is a significant association between teaching experience and monthly income with online teaching skills of high school teachers. Implications of the study are discussed based on the findings.*

**Keywords:** *Online Teaching Skills, High School Teachers*

### **Introduction**

The rapid growth of technology, coupled with the global changes brought about by events such as the COVID-19 pandemic, has fundamentally altered the field of teaching. The emergence of online learning, which has frequently replaced traditional classroom instruction as the main means of delivering education, is one of the most noticeable shifts. This change emphasizes how crucial it is for teachers to have online teaching skills in the current environment, where they must adopt a digital-first strategy to satisfy the needs of learners and the educational system. Online teaching has become increasingly important in modern education, offering flexibility and accessibility to learners worldwide. Through various platforms and tools such as Zoom, Google Classroom, and Moodle, educators can create interactive and engaging learning experiences. Leveraging video conferencing, discussion forums, multimedia resources, and assessment tools, online teaching enables instructors to deliver quality instruction, facilitate collaboration, provide personalized feedback, and foster student engagement in virtual classrooms. Proficiency in technology, effective communication, adaptability, and engagement strategies are paramount for creating an interactive and conducive online learning environment. Organizational abilities ensure smooth course delivery, while adept feedback and assessment methods foster student growth. Time management, problem-solving, and cultural sensitivity are also vital, allowing educators to navigate challenges and cater to diverse student needs. Continuous learning in online pedagogy ensures teachers remain current with evolving trends, ultimately empowering them to deliver high-quality education and maximize student success in the digital age.



## **Online Teaching Skills and Platforms**

Online teaching skills are essential for educators to effectively deliver instruction in a digital environment. Research on online teaching skills highlights several key competencies essential for effective virtual instruction. Studies emphasize the need for educators to master digital tools, foster student engagement, and adapt their teaching strategies to suit the online environment. Successful online educators need to develop communication skills tailored to digital platforms, as well as technical proficiency in using software like Zoom, Microsoft Teams, and Learning Management Systems (LMS) like Moodle or Google Classroom. Research also stresses the importance of creating interactive, multimedia-rich lessons that cater to diverse learning styles. Furthermore, effective assessment techniques and feedback methods in online teaching are pivotal for student success, with real-time feedback and personalized learning paths showing positive results. The most successful online teaching platforms provide intuitive interfaces, strong support for multimedia content, and flexible assessment tools. LMS systems like Canvas and Blackboard have been shown to support effective learning management, offering features that enhance collaboration and track student progress efficiently. Studies recommend that platforms incorporate elements such as discussion boards, real-time quizzes, and breakout rooms to boost interactivity and community-building in virtual classrooms.

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

The COVID-19 pandemic has brought about a significant shift in the education landscape, with a significant increase in the use of online teaching methods. As a result, online teaching skills have become increasingly important for teachers to ensure they can effectively deliver quality education to their students. Online teaching skills are essential for ensuring that teachers can adapt to the changing needs of their students. With many students now learning from home, online teaching skills are crucial for ensuring that teachers can still deliver engaging and effective lessons. This includes the ability to create and share digital resources, deliver live online classes, and provide feedback to students remotely. Without these skills, teachers may struggle to provide students with the level of education they need and may find it challenging to maintain student engagement and motivation. Online teaching skills can provide teachers with greater flexibility and accessibility in their work. Online teaching enables teachers to work remotely, which can be beneficial for those who are unable to work in traditional classroom settings.

Online teaching skills can provide a more personalized and individualized learning experience for students. This can help to increase student engagement and motivation, as well as improve academic performance. These skills can help to improve the overall quality of education. Online teaching skills are essential for teachers in today's rapidly changing educational landscape. By developing these skills, teachers can adapt to the needs of their students, provide greater flexibility and accessibility, offer a more personalized learning experience, and improve the overall quality of education. As the use of online teaching continues to grow, it is essential that teachers acquire these skills to ensure that they can continue to deliver high-quality education to their students. Therefore the investigator undertakes a study on online teaching skills of school teachers.

## **Objectives of the Study**

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

1. To find out the level of online teaching skills of high school teachers.
2. To find whether there is any significant difference among linguistic, maths, science and arts major high school teachers in their online teaching skills.

3. To find whether there is any significant association between teaching experience and online teaching skills of high school teachers.
4. To find whether there is any significant association between monthly income and online teaching skills of high school teachers.

### Null Hypotheses

1. There is no significant difference among linguistic, maths, science and arts major high school teachers in their online teaching skills.
2. There is no significant association between teaching experience and online teaching skills of high school teachers.
3. There is no significant association between monthly income and online teaching skills of high school teachers.

### Methodology

The researcher used the survey method for the present study. For data collection, the investigator used "Online teaching skills scale" comprised of 20 statements, which was developed and validated by Banumathi (investigator) and Anandaraj (Research supervisor) in 2024. The population for the study includes all the high school teachers who are working in government, aided, and private schools in sankarankovil taluk, Tamil Nadu. From the population, the investigator selected 114 high school teachers are selected as sample using simple random sampling technique. The data were analyzed using Mean, Standard Deviation, 'F' test, and 'Chi square' test.

### Analysis of the Data

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

**Table 1 Level of Online Teaching Skills of High School Teachers with Respect to Major Subject, Teaching Experience and Monthly Income**

<i>Variable</i>			<i>Low</i>	<i>Moderate</i>	<i>High</i>
<b>Major Subject</b>	Linguistics	No	0	15	0
		%	0.0	100.0	0.0
	Maths	No	6	14	2
		%	27.3	63.6	9.1
	Science	No	1	27	1
		%	3.4	93.1	3.5
Arts	No	1	47	0	
	%	2.1	97.9	0.0	
<b>Teaching Experience (in years)</b>	1 - 5	No	5	15	0
		%	25.0	75.0	0.0
	6 - 10	No	1	58	0
		%	1.7	98.3	0.0
	Above 10	No	2	30	3
		%	5.7	85.7	8.6
<b>Monthly income (in Rupees)</b>	Below 10,000	No	5	22	0
		%	18.5	81.5	0.0
	10,001 - 20,000	No	2	21	0
		%	8.7	91.3	0.0
	Above 20,000	No	1	60	3
		%	1.6	93.8	4.7

It is inferred from the above table that, 0.0% of linguistics major teachers have low, 100.0% of them have moderate and 0.0% of them have high level of online teaching skills. 27.3% maths major teachers have low, 63.6% of them have moderate and 9.1% of them have high level of online teaching skills. 3.4% of science major teachers have low, 93.1% of them have moderate and 3.5% of them high level of online teaching skills. 2.1% of arts major teachers have low, 97.9% of them have moderate and 0.0% of them high level of online teaching skills.

25.0% of the teachers who are having one to five years of teaching experience have low, 75% of them have moderate and 0.0% of them have high level of online teaching skills. 1.7 % of the teachers who are having six to ten years of teaching experience have low, 98.3% of them have moderate and 0.0% of them have high level of online teaching skills. 5.7% of the teachers who are having one to five years of teaching experience have low, 85.7% of them have moderate and 8.6% of them high level of online teaching skills.

18.5% of the teachers who are getting salary is below 10,000 rupees have low, 81.5% of them have moderate and 0.0% of them have high level of online teaching skills. 8.7 % of the teachers who are getting salary is in between 10,001 to 20,000 rupees have low, 91.3% of them have moderate and 0.0% of them have high level of online teaching skills. 1.6% of the teachers who are getting salary is above 20,000 rupees have low, 93.8% of them have moderate and 4.7% of them high level of online teaching skills.

**Ho1:** There is no significant difference among linguistic, maths, science and arts major high school teachers in their online teaching skills.

**Table 2 Difference among Linguistic, Maths, Science and Arts Major High School Teachers in their Online Teaching Skills**

Source of Variation	Sum of Squares	Degrees of freedom	Variance estimated	Calculated 'F' value	Remarks
Between	3590.528	3	1196.843	8.069	S
Within	16316.630	110	148.333		

(at 5% level of significance, for (3,110) df the table value of 'F' is 2.67, S- Significant)

It is inferred from the above table that, there is a significant difference among linguistic, maths, science and arts major high school teachers in their online teaching skills. The Tukey test result shows that, the linguistics (mean = 94.07), science (mean = 87.72) and arts (mean = 86.94) subject teachers are better than the maths (mean = 75.36) subject teachers in their online teaching skills.

**Ho2:** There is no significant association between teaching experience and online teaching skills of high school teachers.

**Table 3 Association between Teaching Experience and Online Teaching Skills of High School Teachers**

Background variables	Categories	Low	Moderate	High	Calculated ' $\chi^2$ ' value	Remarks at 5% level	
Teaching Experience (in years)	1 - 5	Observed	5	15	0	19.472	S
		Expected	1.4	18.1	.5		
	6 - 10	Observed	1	58	0		
		Expected	4.1	53.3	1.6		
	Above 10	Observed	2	30	3		
		Expected	2.5	31.6	.9		

(at 5% level of significance, for 4 df the table value of  $\chi^2$  is 9.488, S- Significant)

It is inferred from the above table that, there is a significant association between teaching experience and online teaching skills of high school teachers.

**Ho3:** There is no significant association between monthly income and online teaching skills of high school teachers.

**Table 4 Association between Monthly Income and Online Teaching Skills of High School Teachers**

Background variables	Categories		Low	Moderate	High	Calculated ' $\chi^2$ ' value	Remarks at 5% level
Monthly income	Below 10,000	Observed	5	22	0	10.558	S
		Expected	1.9	24.4	0.7		
	10,001 - 20,000	Observed	2	21	0		
		Expected	1.6	20.8	0.6		
	Above 20,000	Observed	1	60	3		
		Expected	4.5	57.8	1.7		

(at 5% level of significance, for 4 df the table value of  $\chi^2$  is 9.488, S - Significant)

It is inferred from the above table that, there is a significant association between monthly income and online teaching skills of high school teachers.

### Findings of the Study

The findings derived from the study are:

1. The level of online teaching skills of high school teachers is found to be moderate with respect to the major subject, teaching experience and monthly income.
2. The linguistics, science and arts subject teachers are better than the maths subject teachers in their online teaching skills.
3. There is a significant association between teaching experience and online teaching skills of high school teachers.
4. There is a significant association between monthly income and online teaching skills of high school teachers.

### Educational Implications

Effective teaching involves teaching skills, teaching goals, teaching competencies and the values in order to equip the foundation of the learning environment innovative and strong. Teachers, hence have to be skilful not only in terms of content but also in terms of setting the tone of the class, building interactions and interpersonal relation which will in turn help learning, thinking, understanding and lead to insight while observing, assimilating and accommodating what is being taught. Effective online teaching requires instructors to adapt their teaching strategies to the digital environment, employing multimedia resources, interactive elements, and innovative pedagogical techniques to engage learners and foster meaningful learning experiences despite physical distance. In this research, the investigators found that, the linguistics, science and arts subject teachers are better than the maths subject teachers in their online teaching skills. This may be due to the fact that, science, linguistics and arts subjects often involve more visual and interactive components compared to math. Teaching these subjects online might align more naturally with the use of multimedia resources, simulations, and virtual experiments, which can enhance engagement and understanding. This research reveals that, there is a significant association between teaching experience and online teaching skills of high school teachers. This may be due to the fact that, teachers with more

experience typically have a deeper understanding of pedagogy and instructional design principles. This foundational knowledge can be transferred to the online context, enabling them to design effective online learning experiences. This study also found that, there is a significant association between monthly income and online teaching skills of high school teachers. This may be due to the fact that, Higher-income teachers may have more opportunities for professional development, including training workshops, conferences, and courses focused on online teaching skills. This research suggests that, Educational institutions should provide incentives for the teacher who are enroll in online courses or certification programs specifically designed to enhance online teaching skills. Teachers should follow educational blogs, journals, and professional organizations related to online teaching to stay updated on the latest developments in the field. Teachers should participate in workshops or training sessions focused on online teaching strategies, educational technology tools, and digital pedagogy. Educational institutions should create awareness about the online platforms like Coursera, edX, and Udemy that offer a wide range of courses on the topics online course design, virtual classroom management, and effective use of educational technology.

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## ATTITUDE TOWARDS EDUCATIONAL TECHNOLOGY OF HIGHER SECONDARY SCHOOL TEACHERS

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### **Abstract**

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

**Keywords:** *attitude towards educational technology, acquired, significant, reveal, SPSS software.*

### **Introduction**

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

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

### **Significance of the Study**

Early in attitude study, researchers evaluated aspects such as teachers’ age and experience as indicators of attitudes towards technology. Now, some trends remain which appear to have an influence on teachers’ attitudes. For instance, tenure is still a strong indicator of teachers’ positive attitudes toward technology. A new trend has also emerged in which a teachers’ educational level is also correlated with his attitudes toward technology (Kay, 1993; Loyd, 1984; Pelgrum, 1991). Teachers with fewer than three years’ experience and teachers new to a school tend to use technology with their students less than their more experienced colleagues (Russell, 2007). Technology has never been more available in classrooms in Iran than it is right now. However, positive results in using technology in the classroom can only be realized if a teacher is willing to learn, to experiment and to use the technology in the classroom. Thus, researching teachers’ attitudes toward technology in general and in education specifically is unimportant endeavor,

providing insight and direction for all educational stakeholders. In fact, Wenzlaff (1998) posits that teachers' attitudes are among a handful of factors that determine the formal and informal curriculum in the classroom. Further, if teachers do not confront these attitudes and beliefs, they remain steadfast even when change abounds. The research is beginning to show that success requires understanding the relationship between variables which considered teachers' attitude toward technology (Honey, Culp, & Carrigg, 2000). This understanding is currently incomplete. To further understanding, the study investigated the attitude towards educational technology of higher secondary school teachers”.

### **Objectives**

1. To find the level of attitude towards educational technology of higher secondary school teachers.
2. To find out there is any significant difference in higher secondary school teachers in their attitude towards educational technology with respect to gender and marital status.

### **Hypothesis**

1. There is no significant difference between the male and female higher secondary school teachers in their attitude towards educational technology.
2. There is no significant difference between married and unmarried higher secondary school teachers in their attitude towards attitude towards educational technology

### **Methodology**

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

### **Population for the Study**

The population of the present study is the higher secondary school teachers of Virudhunagar district of Tamilnadu.

### **Sample for the Study**

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 200 higher secondary school teachers from higher secondary school in Virudhunagar district of Tamilnadu.

### **Tool**

- Attitude towards Educational Technology scales prepared and validated by investigator and the guide.

### **Statistical Techniques**

Percentage, Mean, Standard Deviation, and Correlation.

### **Analysis of data**

#### **Hypothesis: 1**

There is no significant difference between the male and female higher secondary school teachers in their Attitude towards Educational Technology with respect to gender.



**Table 1 Significance Difference between Male and Female Higher Secondary School Teachers in their Attitude towards Educational Technology with Respect to Gender**

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

The calculated 't' value (5.22) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Hence there is a significant difference between the male and female higher secondary school teachers in their Attitude Towards educational Technology with respect to gender. A study that observed inter-gender differences found that girls teacher have more perception of smart board than boys teachers (M=38.00) have more perceptions than male teacher (M=31.33) in their perception of smart board with respect to gender.

### Hypothesis: 2

There is no significant difference between married and unmarried higher secondary school teachers in their attitude towards Educational Technology.

**Table 2 Significant Difference between Married and Unmarried Higher Secondary School Teachers in their Attitude Towards Educational Technology**

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

The calculated 't' value (5.96) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Hence there is a significant difference in the Attitude Towards educational Technology among the higher secondary school teachers in terms of their Marital Status. Unmarried teacher (39.68) have more access Attitude Towards educational Technology and spent more time than married (32.05) teacher. This is may be due fact that unmarried teacher have more attitude than married teacher.

### Major Findings

1. There is significant difference between the male and female higher secondary school teachers in their Attitude towards Educational Technology with respect to gender.
2. There is no significant difference between married and unmarried higher secondary school teachers in their attitude towards Educational Technology.

### Interpretation

1. The finding of the present study result shows that there is a significant difference between the male and female higher secondary school teachers in their Attitude Towards educational Technology with respect to gender. A study that observed inter-gender differences found that girls teacher have more perception of smart board than boys teachers (M=38.00) have more perceptions than male teacher (M=31.33) in their perception of smart board with respect to gender.
2. The finding of the current study results demonstrate that there is significant difference in the Attitude Towards educational Technology among the higher secondary school teachers in terms of their Marital Status. There is a significant difference in the Attitude Towards educational Technology among the higher secondary school teachers in terms of their Marital Status. Unmarried teacher (39.68) have more

access Attitude Towards educational Technology and spent more time than married (32.05) teacher. This is may be due fact that unmarried teacher have more attitude than married teacher.

### **Educational Implication**

Educational Implications of the study the most outstanding characteristic of any research is that it must contribute something new to the development of the area concerned. Every study has its utility and implications in some or other area. The present study is supposed to add to the existing stock of knowledge in the field of education. The study has an important bearing on education in our country where students are taught through the chalk and talk method. It indicates that students can be taught better through new methods of teaching like through smart classroom. However, In view of inevitable limitation of technology, the present study has wider implications for teachers and students. The present study offers a number of implications. It has been found that there is a significant relationship between the achievement of students when teaching through smart classroom and traditional classroom.

### **Suggestions for the Further Research**

1. The present study has been tried out in limited area and sample. So it is can be carried out in large sample and in different areas of the state for its validation.
2. The present study was delimited to schools following syllabus and pattern of Tamil Nadu under schools, further studies in different area of country following different (state) boards of education can be done for more validation.
3. The present study was delimited to one public school only. More studies may also be carried out on different types of school environments like convent -public, Aided Unaided, government or Rural schools.
4. The present study was Theni, Tamil Nadu, Replication of this research in schools of different socio-economic levels in other states can be done.

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# ATTITUDE TOWARDS MORAL VALUES OF HIGHER SECONDARY STUDENTS

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## **Abstract**

*This investigation was done to see if there is any significant relationship in moral values of higher secondary students in virudhunagar district. The sample comprises of 300 higher secondary students acquired from ten higher secondary schools in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant difference between male and female higher secondary students in their moral values.*

**Keywords:** *Moral values, higher secondary students, Descriptive, Survey method and SPSS.*

## **Introduction**

Moral values are your skills to approach a situation with swift moral values and innovation. Often, you can generate a solution to a challenge quickly and easily. As you are thinking of a solution, you may brainstorm, collaborate and analyse the situation with others. This helps you gather the facts and find an idea that may improve the circumstances. If you are a creative thinker, you might be more likely to experiment with different ideas and solutions until you find the right fit.

Additionally, you may identify patterns that seem unlikely or less obvious to others. The skills to analyze allows you to reflect on how your solution affected the situation. It can also help you think about how to do better or what to do differently next time. This skill can also help you find logical and helpful decisions in the brainstorming stage of creative thinking. Another way to enhance your existing skills and develop new ones is by seeking learning opportunities. This can mean going back to university and earning another degree. You can also do education courses at home on your own time, such as pursuing a certification or independent learning. You can find certification courses online or enroll in a local university. Independent learning is also an effective way to study because you can go at your own pace and focus on the areas you have the most interest in advancing.

Moral values are how you can recognize a challenge and generate solutions to rectify it. When you identify a problem, you may automatically begin brainstorming various solutions you can apply to the circumstance. Then, you can analyze each of them and experiment with different options until you find the best one to implement. These abilities may decrease your time spent thinking about an issue, saving time and enhancing productivity. *Moral values are one important and essential skill for every individual to be successful in education, career and personal life.*

## **Significance of the Study**

Significance has been considered to be very rare phenomenon blessed which divine inspiration that can be observed only in a few outstanding people. To face and overcome these we need creative minds. There are individual differences among mankind. Creativity is a function of knowledge, imagination and evaluation which comes in to play in different ways in different situation. It is thus a part of the expanding function of human nature. It sensitizes our problem deficiencies, gaps in knowledge, besides identifying

difficulties, and finding solutions. Creative problem solving requires a searching, combining, synthetic mind. Experiments have shown that individuals trained to think creatively can do a much better performance, in producing new ideas, etc.; From this point of view there is a need to lay more emphasis on identifying, preserving and nurturing creativity among the higher secondary school students so as to make them aware of the significance of development of creativity among their children for the development of our nation. *It also helps an individual to solve a problem or achieve a goal. In this connection, the researcher made an attempt to 'Attitude Towards moral values of higher secondary students.*

### **Objectives of the Study**

- To find out the level of Moral values of *higher secondary students*.
- To find out the level of Moral values of higher secondary students with reference to gender

### **Null Hypothesis**

1. There is no significant difference between male and female *higher secondary students* in their moral values.
2. There is no significant difference between rural and urban higher secondary students in their Moral values.
3. There is no significant difference between days scholar and hosteller higher secondary students in their Moral values.

### **Delimitations**

1. The investigation is limited to *higher secondary students* of Virdhunagar district only.
2. The present study has been confined with a sample of 300 higher secondary students from 10 schools only.

### **Methodology**

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

### **Population for the Study**

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

### **Sample for the Study**

The sample consists of 300 higher secondary students studying in Virudhunagar District. 8 colleges are selected randomly among the higher secondary students in Virdhunagar District.

### **Tool**

Moral values scale prepared and validated by guide and investigator.

### **Statistical Techniques**

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

### **Analysis of Data**

#### **Objective: 1**

To find out the level of Moral values of higher secondary students.

**Table 1 Level of Moral Values of Higher Secondary Students**

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
136	45.3	86	28.7	78	26.0

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

**Objective: 2**

To find out the level of Moral values of higher secondary students with reference to gender

**Table 2 Level of Moral Values of Higher Secondary Students with Reference to Gender**

<i>Gender</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
Male	50	44.2	32	28.3	31	9.7
Female	86	46.0	94	50.3	36	19.3

It is inferred from the above table that 44.2% of the male higher secondary students have low, 28.36% of them have moderate and 9.7% of them have high level of Moral values. 46.0 % of the female higher secondary students have low, 50.3% of them have moderate and 19.3% of them have high level of Moral values.

**Null Hypothesis: 1**

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

**Table 3 Difference between Male and Female Higher Secondary Students in their Moral Values**

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Male	113	76.044	11.37	0.139	NS
Female	187	75.855	11.437		

(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 (0.139) is lesser than the table value (1.96) for *df* 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female higher secondary students in their moral values.

**Null Hypothesis: 2**

There is no significant difference between days scholar and hosteller higher secondary students in their Moral values.

**Table 4 Difference between Days Scholar and Hosteller Higher Secondary Students in their Moral Values**

<i>Residence</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Days scholar	123	76.4390	11.16	0.649	NS
Hosteller	177	75.5706	11.57		

(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 (0.649) is lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between days scholar and hosteller higher secondary students in their Moral values.

### Null Hypothesis: 3

There is no significant difference between rural and urban higher secondary students in their Moral values.

**Table 5 Difference between Rural and Urban Higher Secondary Students in their Moral Values**

<i>Locality</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Rural	174	76.5115	11.39	1.045	S
Urban	126	75.1190	11.38		

(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 (1.045) 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 no significant difference between rural and urban higher secondary students in their Moral values.

### Major Findings

#### Descriptive Analysis

- 37.7% of prospective teacher have low, 46.7% of them have moderate and 15.7% of them have high level of higher secondary students in their problem solving skill.
- 45.3% of higher secondary students have low, 28.7% of them have moderate and 26.0% of them have high level of higher secondary students in their moral values.

#### Inferential Analysis

- There is significant difference between male and female higher secondary students in their problem solving skill
- There is no significant difference between male and female higher secondary students in their moral values.
- There is no significant relationship between problem solving skill and moral values of higher secondary students.

#### Interpretation

- The 't' test result shows that there is significant difference between rural and urban higher secondary students in their Moral values. Rural students (63.48) have more Moral values than urban (61.23) higher secondary students in their Moral values. This may be due to the fact that rural students have very inadequate facilities, very low infrastructure and exposure.

#### Suggestions of the Study

The following are the suggestions for further research studies.

- The present study has been limited to Virudhunagar district. It can be extended by increasing the size of the sample and covering several cities and District of Tamil Nadu.
- The present study has been limited to the higher secondary students. The other higher secondary students can be considered in further researches.

3. In the present study only, moral values has been studied. In further studies study habits, personality traits, intelligence, behaviour pattern can be studied.

### **Recommendations of the Study**

1. Problem solving skill of higher secondary students is found to be average which may be boosted through special talks, seminars and proper guidance programmes for the parents and teachers.
2. Students should motivate and give positive strokes to the students so that they may reduce problem solving skill.
3. Provision should be made to arrange personality development programmes to enhance moral values.

### **Conclusion**

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

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## A STUDY ON SOCIAL SKILLS AMONG STUDENT TEACHERS

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### Introduction

This study tries to investigate the career performances of B.Ed students in relation to their social skills to provide proper guidance for students according to their potential and capabilities.

### Objectives of the Study

1. To find out the significant difference between the male and female B.Ed students in their social skills.
2. To find out the significant difference between rural and urban area B.Ed students in their social skills.
3. To find out the significant difference between the Arts & Science B.Ed students in their social skills.

### Hypotheses

- There is no significant difference between the male and female B.Ed students in their social skills.
- There is no significant difference between the rural and urban area B.Ed students in their social skills.
- There is no significant difference between the Arts & Science B.Ed students in their social skills.

### Tool Used

To access the social skills among student teachers the investigator and the guide have constructed and validated a tool with four point rating scale with the options such as strongly agree, agree, disagree and strongly disagree were utilized.

### Personal Data Sheet

The personal data sheet serves to collect personal information. B.Ed students were asked to write their gender, locality and Nature of subject.

### Size of Sample

A sample is a small proportion of a population selected for observation and analysis. “A good sample of a population is the one which will produce the characteristics of the population with great accuracy “Corwell(1960)”.

S.No	Division	No.of Students	Total
1.	Gender	Male	87
		Female	100
2.	Locality	Rural	162
		Urban	25
3.	Nature of Subjects	Arts	86
		Science	101



The present study is done by normative survey method. The stratified random sampling technique is followed. The size of the sampling was 187 student teacher who were from 4 B.Ed colleges in Kozhikkode District.

The tool consists of 23 positive statements and 17 negative statements the negative questions were scored as 1/2/3/4/ and positive questions were scored as 4/3/2/1. They are strongly agree, agree, disagree and strongly disagree and strongly disagree. The high score is 160 low score is 40.

### Statistical Measures Used in the Study

Different statistical measures such as mean, standard deviation and 't' test to analyze the significant difference were used in the present study for finding out the usage social skills.

### Statistical Analysis of the Data

#### Hypothesis – 1

There is no significant difference between the male and female B.Ed students in their social skills.

**Table 1 Significant Difference between Male and Female B.Ed Student Teachers among The Social Skills**

Gender	No. of Student	Mean	Standard Division	Calculated 't' Value	0.05 Level
Male	87	84.01	8.76	1.40*	1.97
Female	100	85.70	7.61		

**\*No significant**

The above table 4.2 shows that the calculated 't' value is less than the tabulated value of 1.97 at 0.05 level of significance. So it is concluded that there is no significant difference between the **MALE AND FEMALE** B.Ed student teachers. Hence the null hypotheses is accepted.

#### Hypothesis - 2

There is no significant difference between the rural and urban area B.Ed students in their social skills.

**Table 2 Significant Difference between Rural and Urban Area B.Ed Student Teachers among Social Skills**

Locality	No.of Student	Mean	Standard Division	Calculated 't' Value	0.05 Level
Rural	162	84.95	8.33	0.10*	1.97
Urban	25	84.70	11.63		

**\* No significant**

The above table 4.3 shows that the calculated 't' value is less than the tabulated value of 1.97 at 0.05 level of significance. So it is concluded that there is no significant difference between the **RURAL AND URBAN AREA** B.Ed student teachers. Hence the null hypotheses is accepted.

#### Hypothesis – 3

There is no significant difference between the Arts & Science B.Ed students in their social skills.

**Table 3 Significant Difference between Arts and Science Subjects of  
B.Ed Student Teachers among Social Skills**

Subjects	No. of Student	Mean	Standard Division	Calculated 't' Value	0.05 Level
Arts	86	85.5	8.2123	0.90*	1.97
Science	101	84.41	8.1854		

**\*No significant**

The above table 4.5 shows that the calculated 't' value is less than the tabulated value of 1.97 at 0.05 level of significance. So it is concluded that there is no significant difference between the **ARTS AND SCIENCE GROUP** of B.Ed student teachers. Hence the null hypotheses is accepted.

### Major Findings of the Study

From the present study the investigator came to the following findings.

1. There is no significant difference on the social skills between male and female student teachers.
2. There is no significant difference on the social skills between science and arts student teachers.
3. There is no significant difference on the social skills between rural and urban area student teachers.

### Suggestions for Further Study

Research is a chain activity. Their purpose of any research in education is to find solution always leaves many related research questions that can be investigated by other researchers; some of the areas for research in the future may be as follows,

- A study can be conducted to find out the demographic and motivational variables associated with social skills activities.
- A similar study can be conducted on the higher secondary school students.
- The present study could be undertaken at various stages in India.
- A study can be conducted on the primary, secondary and higher secondary school teachers.
- The gender difference in social skills can be studied.
- A comparative study on the social skills among the students of different categories like secondary and higher secondary students.
- A critical study on evolving strategies promoting the social skills among the arts and science students.

### Conclusion

The present study made on social skills among student teachers the finding of the present study reveal that the B.Ed student teacher having more social skills among gender, nature of subject and locality.

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# THE IMPACT OF ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) ON ACADEMIC PERFORMANCE IN CHILDREN

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## **Abstract**

*The present study is entitled as "Awareness of health hazards of higher secondary school students". The values present an everyone of us may be found to have varying capacities and abilities with regard to one's dealing with emotions. The purpose of the present study was to find out the Awareness of health hazards of higher secondary school students. The research type was a survey method, which consists of purposive sampling of 300 higher secondary school students in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The findings reveal that there is a significant difference between male and female higher secondary school students in their Awareness of health hazards.*

**Keywords:** *Awareness of Health Hazards, Higher Secondary School Students, Descriptive, Survey Method and SPSS.*

## **Introduction**

Attention Deficit Hyperactivity Disorder (ADHD) is a common neuro developmental disorder that affects a significant number of children worldwide. Characterized by persistent symptoms of inattention, hyperactivity, and impulsivity, ADHD can significantly impact various aspects of a child's life, including their academic performance. These core symptoms disrupt the ability to focus, remain seated, and control impulses, which are essential skills for successful learning and academic achievement.

Children with ADHD often face considerable challenges in educational settings. Inattention may lead to difficulties in following instructions, completing assignments, and staying engaged during lessons. Hyperactivity can result in restlessness and frequent interruptions, while impulsivity may cause hasty mistakes and poor decision-making. These behavioral manifestations frequently translate into lower academic performance, including reduced grades, incomplete assignments, and increased likelihood of school absences.

The academic difficulties experienced by children with ADHD are compounded by a range of factors, including classroom behavior, teacher perceptions, and the presence of comorbid conditions such as learning disabilities and anxiety. These challenges not only affect the child's academic achievements but also their social interactions and self-esteem.

Understanding the impact of ADHD on academic performance is crucial for developing effective strategies to support affected students. This paper aims to explore the various ways in which ADHD influences academic outcomes and to review evidence-based interventions designed to improve educational success for these children. By examining current research and case studies, the paper seeks to provide insights into the academic challenges faced by children with ADHD and to offer practical recommendations for educators, parents, and policymakers to enhance their learning experiences and outcomes.

## Core Features of ADHD and Their Academic Implications

Attention Deficit Hyperactivity Disorder (ADHD) is characterized by a distinct set of symptoms that significantly impact various aspects of a child's functioning, including academic performance. The core features of ADHD—namely inattention, hyperactivity, and impulsivity—each have specific implications for a child's educational experience.

### Inattention

**Description:** Inattention is a primary symptom of ADHD, characterized by a persistent difficulty in sustaining focus and attention on tasks or activities. Children with inattention may struggle to follow detailed instructions, stay on task, and complete assignments.

### Academic Implications

- **Incomplete Work:** Due to difficulties in maintaining focus, children with ADHD may frequently leave assignments incomplete or fail to follow through with tasks.
- **Errors and Omissions:** Inattentiveness can lead to careless mistakes and omissions in academic work, resulting in lower quality outputs and grades.
- **Difficulty Organizing:** Challenges in organizing thoughts and materials can impede the ability to plan and execute tasks effectively, affecting overall academic performance.

### Hyperactivity

**Description:** Hyperactivity involves excessive movement and an inability to remain still. This symptom is often observed as fidgeting, restlessness, or an excessive need to move.

### Academic Implications

- **Classroom Disruptions:** Hyperactive behaviors, such as frequent out-of-seat movement or vocal interruptions, can disrupt the learning environment, impacting both the child's and their peers' ability to concentrate.
- **Difficulty with Task Completion:** The need for constant movement can make it challenging for hyperactive children to engage in activities that require sustained attention, such as reading or writing assignments.
- **Impacted Social Interactions:** Hyperactive behavior can affect peer relationships and classroom dynamics, potentially leading to social isolation or conflicts with classmates.

### Impulsivity

**Description:** Impulsivity in ADHD is marked by a tendency to act without thinking through the consequences. This can manifest as hasty decisions, interruptions, or difficulty waiting one's turn.

### Academic Implications

- **Hasty Mistakes:** Impulsive actions can lead to errors in academic work, such as answering questions without careful consideration or skipping steps in problem-solving processes.
- **Difficulty Following Rules:** Impulsivity may result in challenges with adhering to classroom rules and procedures, which can affect classroom behavior and academic performance.
- **Challenges with Self-Regulation:** Impulsive behavior can interfere with a child's ability to regulate their emotions and actions, impacting their ability to stay focused and manage academic tasks effectively.

## **Academic Performance and ADHD**

Attention Deficit Hyperactivity Disorder (ADHD) significantly impacts academic performance, influencing various aspects of a child's educational experience. The symptoms of inattention, hyperactivity, and impulsivity associated with ADHD contribute to several academic challenges, affecting both the quality and consistency of students' work.

## **Academic Achievement**

Children with ADHD often face difficulties in achieving high academic standards compared to their peers. Research consistently shows that these students may experience lower grades, higher rates of incomplete assignments, and increased school absenteeism. Their struggles with maintaining attention and organization can lead to frequent errors and a reduced ability to perform well on tests and assignments.

## **Classroom Behavior**

The classroom behavior of children with ADHD frequently disrupts their learning and that of their peers. Hyperactive behaviors such as excessive movement, talking out of turn, and difficulty remaining seated can interrupt lessons and create a less conducive learning environment. Additionally, impulsivity may lead to frequent interruptions and difficulty following classroom rules, further impacting the learning experience.

## **Organizational Challenges**

ADHD often impairs executive functioning, which encompasses skills such as planning, organization, and time management. Students with ADHD may struggle with organizing their work, managing their time effectively, and meeting deadlines. This lack of organizational skills can lead to incomplete assignments, missed deadlines, and an overall decline in academic performance.

## **Task Completion**

The inability to sustain attention can result in significant challenges in task completion. Children with ADHD may have trouble focusing on long or complex tasks, leading to partial or unfinished work. Their tendency to become easily distracted can make it difficult to complete assignments in a timely manner, impacting their overall academic progress.

## **Social and Emotional Impact**

The academic struggles faced by children with ADHD can have broader social and emotional implications. Poor academic performance may lead to decreased self-esteem, frustration, and a negative perception of their own abilities. These emotional challenges can further exacerbate academic difficulties, creating a cycle of underachievement and low self-confidence.

## **Support and Interventions**

Effective support strategies can mitigate the academic challenges associated with ADHD. Individualized Education Programs (IEPs) and 504 Plans provide tailored accommodations and modifications to support learning. Behavioral interventions, such as positive reinforcement and structured routines, can help manage classroom behavior and improve focus. Organizational tools, such as planners and visual schedules, can assist with task management and time organization.

## Strategies for Supporting Academic Performance

### Individualized Education Plans (IEPs) and 504 Plans

IEPs and 504 Plans are formalized approaches that provide tailored support for children with ADHD. These plans may include accommodations such as extended time for assignments, preferential seating, and modified instructions to address the specific needs of the student.

### Behavioral Interventions

Supporting the academic performance of children with Attention Deficit Hyperactivity Disorder (ADHD) involves implementing a range of strategies tailored to address their specific needs. Effective support can enhance focus, organization, and task completion, leading to improved educational outcomes. The following strategies are designed to assist educators, parents, and caregivers in creating a supportive learning environment for children with ADHD:

### Individualized Education Plans (IEPs) and 504 Plans

**Overview:** IEPs and 504 Plans are formalized frameworks designed to provide tailored support for students with ADHD. These plans outline specific accommodations and modifications to address the unique needs of the student.

#### Implementation

- **IEPs:** Develop an Individualized Education Plan that includes personalized goals, accommodations (e.g., extended test time), and specialized instruction based on the child's needs.
- **504 Plans:** Create a 504 Plan to provide accommodations such as preferential seating, extended deadlines, and modifications to assignments.

**Benefits:** These plans ensure that students with ADHD receive the support they need to succeed academically and help in leveling the playing field.

### Behavioral Interventions

**Overview:** Behavioral interventions focus on modifying classroom behavior and improving attention through reinforcement and behavior management techniques.

#### Implementation

- **Positive Reinforcement:** Use rewards and praise to reinforce desirable behaviors, such as staying on task or following instructions.
- **Behavioral Contracts:** Develop contracts that outline expectations and rewards for meeting specific behavioral and academic goals.

**Benefits:** Behavioral interventions help manage classroom behavior, improve focus, and encourage positive academic habits.

### Organizational Tools and Supports

**Overview:** Organizational tools assist students with ADHD in managing their tasks and time effectively, reducing the impact of disorganization on academic performance.

#### Implementation

- **Planners and Checklists:** Provide students with planners and checklists to help them organize their assignments, track deadlines, and manage daily tasks.

- **Visual Schedules:** Use visual schedules to outline daily routines and upcoming assignments, helping students stay on track and manage their time.

**Benefits:** Organizational tools enhance time management, task completion, and overall academic organization.

### **Classroom Modifications**

**Overview:** Classroom modifications involve adjusting the physical and instructional environment to reduce distractions and support focus.

#### **Implementation**

- **Preferential Seating:** Seat students with ADHD in areas with fewer distractions, such as near the teacher or away from high-traffic areas.
- **Flexible Workspaces:** Allow for alternative workspaces, such as standing desks or quiet areas, to accommodate the student's needs.

**Benefits:** Modifications create a more conducive learning environment, helping students with ADHD focus better and participate more effectively in class activities.

### **Structured Routines and Breaks**

**Overview:** Structured routines and scheduled breaks help manage the energy and focus of students with ADHD, providing balance between work and rest.

#### **Implementation**

- **Consistent Routines:** Establish and maintain consistent daily routines to provide predictability and reduce anxiety.
- **Scheduled Breaks:** Incorporate short, regular breaks into the school day to allow students to release excess energy and return to tasks with renewed focus.

**Benefits:** Structured routines and breaks improve attention span and help manage hyperactivity, contributing to better academic performance.

### **Collaboration with Parents and Caregivers**

**Overview:** Collaboration between educators, parents, and caregivers is essential for providing comprehensive support and ensuring consistency in managing ADHD.

#### **Implementation**

- **Regular Communication:** Maintain regular communication with parents and caregivers to discuss the child's progress, share observations, and address any concerns.
- **Joint Strategies:** Develop and implement strategies collaboratively to ensure consistency between home and school environments.

**Benefits:** Effective collaboration enhances the support provided to the student, fostering a unified approach to managing ADHD and improving academic outcomes.

### **Conclusion**

The academic performance of children with Attention Deficit Hyperactivity Disorder (ADHD) is profoundly influenced by the core symptoms of inattention, hyperactivity, and impulsivity. These symptoms pose significant challenges in educational settings, affecting the ability to focus, complete tasks, and adhere to classroom norms. As a result, students with ADHD often experience lower academic achievement,



including reduced grades, incomplete assignments, and increased classroom disruptions. Addressing these challenges requires a multifaceted approach that incorporates a range of strategies tailored to the needs of each student. Individualized Education Plans (IEPs) and 504

Plans offer essential support by providing specific accommodations and modifications to help level the academic playing field. Behavioral interventions, such as positive reinforcement and behavioral contracts, are effective in managing classroom behavior and improving focus. Organizational tools, including planners and visual schedules, assist students in managing tasks and time effectively.

Classroom modifications, such as preferential seating and flexible workspaces, create an environment conducive to learning by minimizing distractions. Structured routines and scheduled breaks help students manage their energy levels and maintain focus throughout the school day. Additionally, collaboration between educators, parents, and caregivers is crucial for ensuring a consistent and supportive approach to managing ADHD.

In conclusion, while ADHD presents significant challenges to academic performance, implementing targeted strategies can substantially improve educational outcomes for affected students. By understanding the impact of ADHD and employing effective interventions, educators and parents can better support children with ADHD, helping them to achieve their full academic potential and fostering a more positive learning experience.

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## INTERNET AND ITS APPLICATIONS

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### **Abstract**

*Internet has significant impact on the changing scenario of education. It is the fundamental necessity of students. Students make use of the internet to learn and play. Through the internet, the student can find knowledge resources in any discipline. They can also share their ideas in any part of the world through, World Wide Web, E-mail, bulletin board system. The WWW consists of pages that we can find out the students want to know. It leads to improve thinking and problem-solving Internet is a wonderful tool for students. E-mail communication with other teachers provides for sharing of lesson plans or the specific classroom problems and issues. E-mail has changed the way, thus students work and communicate within few minutes of efforts a message to one or many individuals can be composed, send and received. Bulletin board system helps the students to ask question, advice, locate and share information. Chatting has become a very popular type of discussion. Chat groups direct the students 'live' communication with others by typing words on computer. Internet helps the students to develop Internet usage through simulation and multimedia techniques.*

**Keywords:** *Internet, Chat groups, multimedia techniques*

### **Introduction**

The systematic use of science and technology in the sphere of education is the focus of educational technology, which can be described as the use of technology in education to support the latter.

In order to increase the effectiveness of training and instruction, Leith (1967) defined educational technology as "the methodical application of scientific knowledge about teaching-learning and conditions of learning." (Mangal, 2007).

According to Tucker (1976), "Educational technology is a systematic approach for designing and evaluating learning and teaching methods and methodologies and to the application and exploitation of media and the current knowledge of communication techniques in education, both formal and informal (Mangal, 2007).

Educational technology is not limited to the use of audio-visual aids and does not symbolize merely educational hardware such as the sophisticated gadgets and mechanical devices used in education. For the effective management of the total teaching-learning process it tends to utilize the results of all good, experiments and research in the field of human learning and the art of communication and employs a combination of all possible human and non-human resources to achieve the desired educational objectives.

### **Information and Communication Technology**

Using hardware and software to manage information effectively is known as information and communication technology. That is storage, retrieval, processing, communication, diffusion and sharing of information for social, economical and cultural upliftment.

The application of several technological fields to information and communication processing is known as information and communication technology, or ICT. ICT is used more broadly to refer to the entire

collection of enabling technologies that deal with networking, data storage, communication, information processing, and transmission, including voice, video, and data. The application of several technological fields to information and communication processing is known as information and communication technology, or ICT. ICT is used more broadly to refer to the entire collection of enabling technologies that deal with networking, data storage, communication, information processing, and transmission, including voice, video, and data.

## **Impact of Information and Communication Technology on Education**

### **(i) Impact of ICT on Student Motivation**

Within and outside of the classroom, ICT may be a powerful tool for inspiring students and promoting their participation in learning. They also provide insights into uses of ICT which are particularly motivating for young people. Motivation was often cited and linked to shifts in students' attitudes toward and involvement in learning activities.

Motivation was often cited and linked to shifts in students' attitudes toward and involvement in learning activities.

Some educators believed that ICT had improved the cognitive abilities and performance of students who had previously been marginalized or underachievers in the classroom. Students were often driven to learn something when working with ICT. Many of the motivational impacts of using ICT in Colleges are dependent on the decisions and guidance of the teacher (Passey et al 2003).

### **(ii) Impact of ICT on Approaches to Learning**

ICT has the potential to deliver new forms of teaching and learning in Colleges and to revolutionize pupils approaches to learning. The teachers think about using ICT in class and there by offers capacity to change the nature of pupil learning. Sometimes the use of ICT can have an impact on pupil's control of learning and on conceptual understanding.

ICT has the capacity to enhance the process of learning as well as the products. Through the use of ICT, learners were able to concentrate on higher order skills. The pupils were working in class with ICT, the level of peer interaction had increased, with pupils advising and assigning a kind of peer tutoring. ICT was held to support meaning making amongst learners and helped to improve their performance.

### **(iii) Impact of ICT on how Students Learn**

Just as technology ICT is influencing and supporting what is being learned in Colleges and universities, so too is it supporting changes to the way students we learn. Moves away from content centered – curricula to competency – based curricula are associated which moves away from teacher – centered types of delivery to student – centered types. Through technology – facilitated approaches, contemporary learning settings now encourage students to take the responsibility for their own learning technology has the capacity to promote and encourage the transformation of education from teacher directed enterprises to one which supports more student-centered models. On its own, ICT use in classrooms serves as a catalyst for change in this area. By definition, ICTs are instruments that promote and facilitate self-directed learning.

### **(iv) Impact of ICT on Student Achievement**

ICT can empower teachers and learners, transforming teaching and learning processes from being highly teacher dominated to student-centered, and that this transformation will result in increased learning gains for students, creating and allowing for opportunities for learners to develop their creativity, problem solving abilities, informal reasoning skills, communication skills and other higher-order thinking skills. It is thought that when ICTs are applied properly to support a teacher's current pedagogical philosophy, some

applications of ICT can improve student accomplishment. Computer Aided Instruction have been seen to slightly improve students performance in all the fields. Most of the educators believe that ICT motivates the pupil to become more effective learners.

### **Factors Influencing Learning**

Learning is the outcome of experience, which alters the behaviour of an individual in the desired direction. Learner is the core in any learning task. Learning is influenced by certain people's natures. Some of the elements that affect a learner's ability to learn include the following.

#### **(i) Physical and Mental Development**

The physical development and mental maturity of a person purport the level of learning. The learner cannot be attentive when one is in physical ailment. The mental maturity keeps the pace of learning. A person who is mentally or emotionally disturbed could not gain satisfactory learning.

#### **(ii) Motivation**

The relative intensity of motivations determines learning. Both internal and external environmental motivation have a significant impact on learning.

#### **(iii) Basic potentialities**

Some fundamental potentialities, including intrinsic abilities, intellect, interests, aptitudes, attitudes, creativity, thinking, reasoning, and imagination, are crucial for learning.

#### **(iv) Goals of Life**

Learning is a goal-directed activity. One's goal setting creates an impact on the learning activities.

#### **(v) Learning Readiness**

Learning readiness includes mental preparedness and physical coordination to learn. Learning takes place when only the learner intends to learn.

#### **(vi) Physical Impairment**

The defects in vision, hearing and speech tend to affect learning adversely. Orthopedic impairment retards learning of many motor skills.

### **Internet Usage**

#### **History of Internet**

Internet is the outcome of military needs and the product of a military undertakings USA is the birth of internet. It was created as ASPANET in 1969 by the Pentagon's Advanced Research Agency (ARPA). Later, it quickly combined with USENET NEWS, a rival academic, non-governmental network that was established in 1979 and eventually developed into what is now known as the internet.

#### **Internet**

Internet is the abbreviation of Inter-network systems and is described as a "network of networks" that links computers around the world. It is described as "a global pool of information and services, accessible by means of locally executed interface software".

Richard Klein rock is considered the as Father of Internet and Internet protocol is considered as the mother of internet (1982).

Internet is a rich source of information. Many thousands of computers are inlkd to the internet, hold vast quantities of data that one can access from personal computers whenever one want.

Through a range of services and tools for communication and data sharing, the internet provides access to data, visuals, sound, software, text, and people. Internet is the cheapest and fastest to get information, provide information and compile information.

## **The Requirements to use Internet**

To install and use internet, the following components are required.

- (i) Personal computer
- (ii) Modem
- (iii) Telephone connection
- (iv) Internet connection

### **(i) Personal Computer**

A personal computer with a minimum RAM of 32 MB is required to use internet. Personal computer must be able to display and play multimedia content, graphics animation, video and sound that are increasingly built into web pages. Almost any computer, even older ones can be used to get on to the internet. But to take full advantage of what the internet offers, we need a computer of good configuration which can be considered as average a/on current days technology status. Some internet function much as e-mail demand little processing power from a computer and do not require a very fast internet connection.

### **(ii) Modem**

The computer modem is a device that can link the computer to another outside computer through phone line. Function of modem (That is the abbreviation of Modulator and Demodulator) is the conversion of computer information to telephone signals and vice versa. The speed of modem should be not less than 33.6 kbps.

Internal and external modems are available. With an international modem there will be a phone jack on the side or in the back of the computer. An external modem looks like a box with a phone jack; the external connects to the lack of the computer. The higher the number of bits per second the modem will transmit, the faster one will receive the information. But because the modern is translating our signals into a carrier language, it is necessary to have a translator that “speaks the same language” on the other end. Therefore, one need to select a modem that speaks to our service provider, or select a service provider that can speak to our modem.

### **(iii) Telephone Connection**

It is better to have a based line or multiple dial up connection.

### **(iv) Internet Connection**

The companies, which provide internet connection, are generally called as ISP or Internet Service Providers. Some of the common Internet providers in India are Sathayam, Dish net and BSNL etc. Internet providers can be obtained for monthly or yearly fee. For example, in India BSNL and Sathyam online are Internet providers in Government sector and private sector respectively. Generally all uses TCP/IP account because it allows transfer of sound, visuals and text.

## **Capabilities of Internet**

Some of the fundamental capabilities of the Internet or the WWW are as follows:

1. Global dissemination-With connectivity in over 100 countries, international communication is a fundamental fact of the web.
2. Customization: Data may still be seen, accessed, and shared individually even if it is kept centrally on a network server.
3. Interaction - Two-way or multi-channel communication is possible on the net. One can get immediate and focused feed back from customers and forward on-line customer queries to appropriate internal resources so that appropriate action can be taken.

4. Collaboration - codly access to share data, project coordination, and coordinated information management resulting in enhanced opportunity for joint development and innovative products and services.
5. Electronic commerce - Support for on-line ordering, purphase orders, inventory, and delivery tracking.
6. Integration - one can link on-line activities with internal, back-end processes for examination impact, distribute information and customer interaction across functions, and promote new business applications.

## **Benefits of Internet**

### **(i) Communication**

Communication has always been the main goal of the internet. Additionally, the internet has exceeded expectations. Innovations are always being made to make it more dependable and speedier. Our planet has shrunk to the size of a global village since the invention of the internet. A person sitting on the other side of the globe can be reached in a matter of seconds.

### **(ii) Information**

Probably the greatest benefit that the internet has to give is information. You may get any type of knowledge on any subject on the internet. On the internet, search engines like Google and Yahoo are available to users. User can almost find any type of data on almost any kind of subject that users are looking for. There is a vast quantity of information on the internet regarding almost any topic known to man. The list is extensive and includes government law and services, commerce, conferences and fairs, market information, fresh ideas, and technical help.

Students and children are among the top users who surf the internet for search. Today, it is almost required that students should use the internet for search for the purpose of gathering resources. Teachers have started giving assignments that require search on the internet. Searching for medical difficulties has been lot easier in recent days. There are several websites on the internet that provide a wealth of information for consumers to investigate illnesses and consult with doctors virtually, such as America's Doctor. More than 20 million people reported using the internet to get health-related information in 1998.

### **(iii) Entertainment**

Another common reason why many individuals choose to browse the Internet is for entertainment. In actuality, online media has grown quite effective at capturing the complex entertainment element. Downloading games, visiting chat rooms or just surfing the Web are some of the uses people who have discovered. Many games are available for free download on the Internet. Game overs have shown a remarkable and dramatic interest in the online gaming business. Chat rooms are popular because users can meet new and interesting people. In fact, people, to find life-long partners, have successfully used the Internet. People may find a lot of things when they browse the internet. On the Internet, you may find and exchange news, music, hobbies, and more.

### **(iv) Services**

Many services are now provided on the internet such as banking, job seeking, purchasing tickets for user favourite movies, guidance services on array of topics engulfing the every aspect of life, and hostel reservations. Often these services are not available off- line and cost users more.

### **(v) E-commerce**

The term "e-commerce" refers to any commercial command or business transaction that uses the internet to convey information globally. It is becoming a common occurrence when people purchase for practically anything.

Users will have access to e-commerce at their doorsteps, with its enormous tentacles enveloping every single product and service. It offers a very remarkable and extensive selection of goods ranging from entertainment to technology to household necessities.

## **Promoting Education through Internet**

### **(i) E-Learning**

E-learning is a process of using internet for learning. It is an innovative application of computer in the teaching and learning process. E-learning is that new software allows the creation of effective learning is that new software allows the creation of effective learning environment for the students. It can be used as informative, situating, constructive and communicative tool in the process of education. Additionally, e-learning makes it possible to create digital resources such as digital libraries, which give professionals, educators, and students access to course materials and research materials at any time and from any location. Higher order abilities like working together across time and location and resolving challenging real-world issues are developed through e-learning. The student can contact the teachers through E-mail and clarify their doubts and get guidance too.

### **(ii) On-line Learning**

The majority of today's 'online learning' is in the directed study format. On-line learning is very useful for learners due to its ability to remove time and space barriers. It is useful for distant learners because it is highly interactive and cost effective. It is the easiest and the most popular way to access the Internet. The web has also emerged as recent mode of instruction. Because of the E-mail, Internet, World Wide Web (www) and easy access to remote database, the distance learners have new opportunities to find information at the press of a computer key. The web designers, educationists, cognitive psychologists and scientists are looking forward to how the instruction can be organized and presented effectively through web sites. Web courses are exciting and, if designed properly, can provide valuable and active learning experiences.

### **(iii) Virtual Learning**

Virtual learning is a term which describes online education using the internet. "Virtual" is used to here to characterize the fact that the course is not taught in the regular class room face to face but through some substitute mode that can be associated with class room teaching. It refers to instruction in an environment where students and teachers separated by time and space. The teacher provides course content through course management applications, multimedia resources, the internet and video conferencing, the student receive the course content through the same technology.

### **(iv) Virtual Classroom**

A virtual classroom is learning environment created in the virtual space. The objectives of virtual classrooms are to improve access to advanced educational experience by allowing student to participate in remote learning communities using personal computers; and to improve the quality and effectiveness of education by using computer to support collaborative learning process. The explosion of the knowledge age has changed the context of what and how is it learnt-the concept of virtual class room is a manifestation of this knowledge revolution.

### **(v) Virtual Reality**

Virtual reality offers educators a truly new and innovative way to teach and engage students. It allows students to step through the computer screen into a three dimensional, interactive environment. By putting on a special headset and glove, it places students inside of a simulated environment that looks and feels like the real world. Integrating virtual reality into everyday learning will revolutionize teaching and learning process.

It is created by an impressive, exciting technology that engages the student. Because it expands the learning environment and conveys large amount of information, its effectiveness as a learning tool is great. It puts students inside of their subjects.

#### **(vi) Video conferencing**

Video conferencing provides students with the opportunity to learn by participating in two way communication plat form. Furthermore, teachers and lecturers from all over the world can be bought to classes in remote or otherwise isolated places. Students from diverse communities and backgrounds can come together to learn about one another. Students are able to explore, communicate, analyze and share information and ideas with one another. Through video conferencing students can visit another part of the world to speak with others, visit a zoo, a museum and so on, to learn.

#### **Educational uses of Internet**

1. It helps in implementing the principle of lifelong learning.
2. It promotes opportunities to students to obtain education and information.
3. It promotes the new culture of learning new skills.
4. It keeps the learner engaged with the text.
5. It gives opportunities for learners to develop their own ideas.
6. It encourages independent self-learning in the absence of teachers.
7. It stimulates the students' senses and learning becomes productive.
8. It creates a great interest enthusiasm among the students.
9. It provides opportunity for students to experience the thrill of chasing knowledge they really want.
10. It gives every learner a free and friendly access to the resource media at anytime, anywhere.

#### **Conclusion**

In recent years the discussion of theories of learning and teaching with ICT have developed, particularly in our understanding of the relationship between technology and context. In the late 1990s, the distinctive features of digital technologies were described as provisionality, interactivity, capacity, range, speed and automatic functions (Department for Education and Employment 1998). There is a danger of locating the power of these features in the technologies themselves, rather than recognising how they emerge in interaction with human agency and purpose. A more helpful way of thinking about the potential of the tools that we use to support our creativity is to consider their affordances – the opportunities and constraints that they offer in relationship to wider, interactive contexts. In considering how digital technologies might support learning, the affordances of the technologies can be described in 'clusters' of purposeful activity: knowledge building; distributed cognition; community and communication; and engagement

Teachers being the pivots of educational institutions, provides the key to the educational system and the whole process of education revolves around them, Teacher is supposed to be the guiding agent for the learner's personality, a catalyst that accelerates development and growth. A single teacher can encourage or discourage, promote or prevent, and enhance or impede the development of hundreds of children. it is desired that a teacher should have an insight into the creative behavioral symptoms of the students under his charge. This prompts one to believe that the creative traits of the teacher and the creative character of his personality is implicit important in the shaping and sharpening of the behavior and personality of the learners.



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## IMPACT OF SOCIAL MEDIA AND ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS

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### **Abstract**

*The present study deals with Impact of social media and academic achievement among high school pupils in Madurai District. The investigator has used the survey method for the present study. The investigators developed a tool to measure the impact of social media among high school pupils. The sample consists of 300 High School Pupils from 10 schools. Different statistical techniques are used to analyze the data. The finding of the study reveals significant correlation between social media and academic achievement of female students.*

**Keywords:** *Social media, Academic Achievement, High school pupils.*

### **Introduction**

The twenty-first century is the world of technology where most of the people do not imagine their life without technical usage through different social Medias. Global communication is implementing the Modern Technology through communication devices. It helps children's to be better leaning, free minded and keeping the information with global growths. Technology discloses humanity to a better way of doing things. Even our today's day starts with alarm in mobile phone and ends with facebook, whatsapp, etc., messages on the smart phone, this situation is prevailing even in most of the rural and urban areas. It can be interpreted that half of all youngsters who have Internet access are also the members of social networking sites, and use the web to make procedures and socialize with friends. Using technology in the classroom has two sides same as coins, both positive as well as negative. The excessive usage of the social media websites could have an addiction especially amongst the students, and it can cause problems in the academics (Akhtar, 2013). Most of the schools give more importance to computer education and in using of mobile learning app because of using this technology in today's classroom helps in pupils' engagement, active learning, working at the pace of the pupils need, getting feedback from an expert teacher. But some of the educational institutions do not allow their pupils may become addiction to the technology and do less participate in face to face interaction with parents, teachers and their colleagues which play the crucial part in improvement in social skills. Spending time on social Networking Sites has many aspects , one aspect is that University students spend more than one hour on Facebook for nonacademic purposes and the academic use of Facebook is very limited Alhazmi and Rahman (2013). The social media have made it possible for likeminded individuals to discuss important topics, widen their personal knowledge and discover things they never knew before. Social media and networking sites have become the main way to communicate, share ideas, play games and find information directly or indirectly. Due to the widespread popularity of these websites, even the most bright students spend their leisure time on them without considering the potential harm.

## **Significance of the Study**

Students' lives today are significantly impacted by social media. Social media makes it simpler and more easy to interact, share information, and obtain information. Social media and other online technologies give individuals and stakeholder groups new ways to communicate, find shared interests, express and share requests and opinions, and plan and coordinate activities. Teaching learning practices are evolving day by day in higher education with emphasis being shifted to pupils' centric learning. Various efforts are being put into practice to use social media to harness effective learning. As younger generations are using such technology in the classrooms, they remark the educational landscape. Social media is utilized in many various situations for learning and teaching, including community building, synchronous and asynchronous communication, language acquisition, writing development, after-class discussions, and curriculum creation. Academics have been using social media more in recent years to host and provide lectures, provide after-hours help for students, share knowledge, and participate in discussions. Social media use has also been linked to an increase in student-teacher and student-student contact. With social media, pupils also become adept at the use of online technologies in learning environment. Social media use in higher education has improved pedagogy and information sharing, improved learning, increased involvement and engagement, and improved the distribution of content. So it becomes an important aspect to study the impact of social media and academic achievement of high school pupils.

## **Statement of the Problem**

“Impact of social media and academic achievement among high school pupils”.

## **Objectives of the Study**

1. To find out whether there is any significant difference between male and female high school pupils in their social media.
2. To determine if high school students in rural and urban areas differ significantly in their use of social media.
3. To determine if the academic performance of male and female high school students differs significantly.
4. To determine if the academic performance of high school students in rural and urban areas differs significantly.
5. To find out whether there is any significant relationship between social media and academic achievement of female high school pupils.

## **Hypotheses of the Study**

1. The social media profiles of male and female high school students do not significantly differ from one another.
2. Social media usage among high school students in rural and urban areas does not differ much.
3. The academic performance of male and female high school students does not differ much.
4. The academic performance of high school students in rural and urban areas does not differ much.
5. Social media use and female high school students' academic performance are not significantly correlated.

## **Methodology**

The survey approach has been used by the investigators.

## Population for the Study

The researchers for this study were IX and X standard students from the high schools in the Madurai area.

## Sample for the Study

The investigators used stratified random sampling techniques. 10 schools were selected randomly and from each school, the students studying in IX and X standard were selected randomly. Totally the sample consisted of 146 IX standard students and 154 X standard students in Madurai District of TamilNadu.

## Tools Used

1. Social media scale constructed and validated by the investigators (2017).
2. Total marks obtained in the quarterly examination of high school pupils were considered as the academic achievement scores.

## Statistical Techniques Used

The mean, standard deviation, and correlation were among the statistical methods employed.

## Analysis of Data

### Null Hypothesis 1

There is no significant difference between male and female high school pupils in their social media.

**Table 1 Difference between Male and Female High School Pupils in their Social Media**

Gender	N	Mean	S.D.	Calculated 't' Value	Table Value	Remarks at 5% Level
Male	132	73.27	8.20	3.47	1.96	S
Female	168	76.30	6.95			

It is inferred from the above table 1 that the calculated 't' value (3.47) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Therefore, it is concluded that there is a significant difference between male and female high school pupils in their social media.

While comparing the mean scores of male (m=73.27) and female (m=76.30) high school pupils, female pupils are better than male pupils in their social media.

### Null Hypothesis 2

There is no significant difference between rural and urban high school pupils in their social media.

**Table 2 Difference between Rural and Urban High School Pupils in their Social Media**

Locality	N	Mean	S.D.	Calculated 't' value	Table value	Remarks at 5% level
Rural	269	75.16	7.68	1.31	1.96	NS
Urban	31	73.26	7.42			

It is inferred from the above table 2 that the calculated 't' value (1.31) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between rural and urban high school pupils in their social media.

### Null Hypothesis 3

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

**Table 3 Difference between Male and Female High School Pupils in their Academic Achievement**

Gender	N	Mean	S.D.	Calculated 't' value	Table Value	Remarks at 5% Level
Male	132	69.34	11.51	1.42	1.96	NS
Female	168	67.27	13.32			

It is inferred from the above table 3 that the calculated 't' value (1.42) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between male and female high school pupils in their academic achievement.

### Null Hypothesis 4

There is no significant difference between rural and urban high school pupils in their academic achievement.

**Table 4 Difference between Rural and Urban High School Pupils in their Academic Achievement**

Locality	N	Mean	S.D.	Calculated 't' Value	Table Value	Remarks at 5% Level
Rural	269	67.75	12.84	2.02	1.96	S
Urban	31	71.87	9.45			

It is inferred from the above table 4 that the calculated 't' value (2.02) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Therefore, it is concluded that there is significant difference between rural and urban high school pupils in their academic achievement.

While comparing the mean scores of urban school ( $m=71.87$ ) and rural school ( $m=67.75$ ) high school pupils, urban school pupils are better than rural school pupils in their academic achievement.

### Null Hypothesis 5

There is no significant relationship between social media and academic achievement of female high school pupils.

**Table 5 Relationship between Social Media and Academic Achievement of Female High School Pupils**

No.	$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$	Calculated 'r' value	Table value	Remarks at 5% level
168	12660	11071	963150	763763	837450	0.179	0.138	S

It is inferred from the above table 5 that the calculated 'r' value (0.179) is greater than the table value (0.138) for 166 df at 5% level of significance. Hence the null hypothesis is rejected. Thus, it can be said that social media and female high school students' academic performance are significantly correlated.

### Findings

1. The social media profiles of male and female high school students differ significantly. Female high school pupils are better than male pupils in their social media.
2. Social media usage among high school students in rural and urban areas does not differ much.

3. There is little difference in the intellectual achievement of male and female high school pupils.
4. High school pupils in rural and urban settings perform quite differently academically.
5. There is a significant relationship between social media and academic achievement of female high school pupils.

### **Conclusion**

Social media has now become a very important part of our personal and profession life. The growth of social media over the years has transformed how most users experience the Internet. Reactions to the influence of social networks and how they impact academic achievement have been varied. Hence, their academic performance must be managed well keeping in view all the factors that can be that can be positively or negatively affect their academic achievement.

The pupils who are using the Social Medias need to be monitored about their usage of these e-mails. The pupils who are using the social media need to be monitored about their usage of these websites. Despite the fact that the Universities are banning the surfing of these websites in their campuses still there is a need to ban the third part softwares which help students to access these websites.

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