Vol. 8 No. 3 January 2023 ISSN: 2454-4531

AKCE QUEST

A Journal on Educational Research

Peer – Reviewed Quarterly Journal

ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

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

Anand Nagar, Krishnankoil-626126

Srivilliputtur Taluk, Virudhunagar District

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

E-mail: akceducation@rediffmail.com

Website: www.akceducation.org

EDITORIAL BOARD

Research will help to understand any subject and its principals in much better and easier way which will encounter new questions and search for answers of those questions. Research is not always a concept that practitioners, managers and policy makers respect. It is an academic activity conducted by others to the profession, not with the profession. Research education professionals are always learning finding out things, analyzing information adapting their behavior according to information received, looking to improve and adapting to modern demands. Teachers can adapt it to fit the individual needs of their own pupils. As teachers are accountable, the public must have faith in the profession and attitudes to education vary across may social groups so the performance of teachers can be demonstrated through the publication of research findings. Teachers project their own personality upon learning experiences. Sometimes this is intuitive and these decisions can either be successful or fail. Research methodologies give teachers the tools to analyze and make informed decisions about their practice. Research helps teachers to share with colleagues. Research leads to an expansion of knowledge.

AKCE QUEST is a journal concerned with the teacher education. AKCE QUEST aims to enhance theory, research, practice in teacher education through the publication of primary research and review papers.

This issue of the journal contains 5 research papers. We thank all the contributors and also invite researchers to send their articles to our journal.

GUIDELINES FOR CONTRIBUTORS

We invite the authors to contribute their original articles on contemporary issues in Higher education / Teacher Education in General and Educational Research for Publication in the AKCE QUEST. Contributors are requested to provide their complete mailing address along with contact numbers, email id. The manuscripts must be typed in MS-Word, Times New Roman Font size 12 with 1.5 line spacing not exceeding 5 pages and abstract must be submitted about 250 words. Both hard and soft copy (by mail only) along with the declaration certificate can be sent to the following address.

The Editor &
PrincipalAKCE
QUEST,
Arulmigu Kalasalingam College of
Education,Anand Nagar,
Krishnankoil-626126.

E-
mail:akceeditorveni@gmail.com

ARULMIGU KALASALINGAM COLLEGE OFEDUCATION

(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale&
Affiliated to Tamil Nadu Teachers Education University, Chennai)
Anand Nagar, Krishnankoil-626 126
Srivilliputtur Taluk, Virudhunagar District

Date: ----------

Declaratio**n Certificate**

I declare that the article/manuscript entitled ----------
-

---------- has not been

published in any of the journal. This is my original contribution.

Signature of the Researcher

Subscription Form

Name : …….

Designation : …….

Address : …….

…….

…….

Phone No : …….

E-mail : …….

Magazine

to be sent to : …….

…….

D.D. No. : ……. Dated: ……

Amount : ……

Annual subscription is Rs. 1000/-. Subscribers may kindly make the payment through DEMAND DRAFT only. DDs should be drawn in favour of

The Principal, Arulmigu Kalasalingam College of Education payable atKrishnankoil.

CONTENTS

S. No.	Articles	Author	Page No.
1	ADJUSTMENT BEHAVIOUR OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR PARENTAL CARING	***Dr. A.R. Anandha Krishnaveni*** ***R. Vikramathithan***	1
2	JOB SATISFACTION OF HIGH SCHOOL TEACHERS IN RELATION TO THEIR ORGANISATIONAL HEALTH GRADUATE	***Dr. M. Sugumar*** ***R. Guruprabha***	5
3	ATTITUDE TOWARDS TEACHING OF COMPUTER SCIENCE AMONG HIGHER SECONDARY COMPUTER SCIENCE STUDENTS	***Dr. V. Kasirajan*** ***V. Iniya***	9
4	A STUDY ON PERSONALITY CHARACTERISTICS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS	***Dr. M. Nithya Kalyani*** ***S. Annalakshmi***	12
5	MATHEMATICAL PHOBIA OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR ACHIEVEMENT IN MATHEMATICS	***Dr. A.R. Anandha Krishnaveni*** ***P. Shanmuga Priya***	16

ADJUSTMENT BEHAVIOUR OF HIGH SCHOOL STUDENTS IN RELATION TOTHEIR PARENTAL CARING

[1] Dr. A.R. Anandha Krishnaveni
[2] R. Vikramathithan

Abstract

The focus of present study was to ascertain the influence of adjustment behaviour of high school students in relation to their parental caring. Descriptive survey method was used to conduct the study. The sample comprises of 300 high school students acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of high school students in their adjustment behaviour is low in Virudhunagar district. The findings reveal that there is significant relation between life adjustment behaviour and parental caring of high school students.

Keywords: *Adjustment Behaviour, Parental Caring, Descriptive, Significant, Survey Method.*

Introduction

Education is important from various points of view. Its field of activity is so wide that all activities and experiences are embraced in its sphere of work. Essentially it is a process of development, a development of the latent in he rent capacities of a child to the fullest extent. It sublimates the animal basic instincts in a child to socially useful activities, habits of thinking and behaving. It inculcates in a child higher moral and social ideals together with spiritual values, so that he is able to form a strong character useful to his own self and the society of which he is an integral part. "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man". –**Socrates**.

"Education is a process by which the child makes the internal external". **Froebel**."Education is the manifestation of perfection already present in man".

Significance of the Study

A major goal in the health caring of today's youth is education so that adolescents can become knowledgeable about the relationship between their lifestyle and their physical and mental health. They also need help in achieving the maturity essential to choose a healthy lifestyle and accept responsibility for their personal health. Adolescents need health caring providers who are able to communicate with them in a manner they can understand, and who respect them as unique individuals. Academic failure may lead to frustration and poor adjustment in them. They are emotionally disturbed and develop an unhealthy attitude towards life.

So the important noncognitive factors which are more complementary to achievement have been taken like Parental Caring, adjustment behaviour . Parental Caring whose constant support exert on the child shows increased achievement. They are further challenged from different angles to develop this personality as they are involved in all the activities of the school. The student's adjustment behaviour and parental caring of them and the ways to enhance it are of great importance for every teacher. Through the findings of the study, one can understand that the extent of relationship between adjustment and parental caring. The assessment of the adjustment and parental caring of the individuals can help the competent authorities to develop the adjustment of the students

[1] *Principal, Arulmigu Kalasalingam College of Education, Krishnankoil, Virudhunagar*
[2] *M.Ed. Scholar, Arulmigu Kalasalingam College of Education, Krishnankoil, Virudhunagar*

Objectives of the Study

1. To find out the level of adjustment behaviour of high school students.
2. To find out the level of parental caring of high school students.

Hypothesis

1. There is no significant difference between male and female high school students in their adjustment behaviour.
2. There is no significant difference between male and female high school students in their parental caring.
3. There is no significant relationship between adjustment behaviour and parental caring of high school students.

Methodology

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

Population for the Study

The population of the present study is the high school students of Srivilliputhur Taluk, Virudhunagar district of Tamil Nadu.

Sample for the Study

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

Tool

Adjustment behaviour and Parental caring Scales prepared and validated by investigator and the guide.

Statistical Techniques

Percentage Analysis, mean, standard deviation and correlation

Analysis of DataOBJECTIVE: 1

To find out the level of Adjustment behaviour of higher secondary students

Table 1 Level of Adjustment Behaviour of High School Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
148	49.3	92	30.7	60	20.0

It is inferred from the above table that 49.3% of the high school students have low, 30.7% of them have moderate and 20.0% of them have high level of adjustment behaviour.

Objective: 2

To find out the level of Parental caring of higher secondary students

Table 2 Level of Parental Caring of High School Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
161	53.7	82	27.3	57	19.0

It is inferred from the above table that 53.7% of high school students have low, 27.3% of them havemoderate and 19.0% of them have high level of Parental caring.

Null Hypothesis: 1

There is no significant difference between male and female high school students in their adjustment behaviour.

Table 3 Difference Between Male and Female High School Students in their Adjustment Behaviour

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	137	137.263	12.18	2.558	**S**
Female	163	140.712	11.15		

It is inferred from the above table that calculated 't' value (2.558) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female high school students in their adjustment behaviour.

Null Hypothesis: 2

There is no significant difference between male and female high school students in their parental caring.

Table 4 Difference Between Male and Female High School Students in their Parental Caring

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	137	137.263	12.18	2.558	**S**
Female	163	140.712	11.15		

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

It is inferred from the above table that calculated 't' value (2.558) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female high school students in their parental caring.

Null Hypothesis: 3

There is no significant relationship between adjustment behaviour and parental caring of high school students.

Table 5 Significant Relationship Between Adjustment Behaviour and Partial Caring of High SchoolStudents

Adjustments Behaviour		Parental caring		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
417410	174231108100	6669	44475561	2783707290	0.047	**NS**

It is inferred from the above table that the calculated 'r' value (0.042) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that There is no significant relationship between adjustment behaviour and parental caring of high school students.

Major Findings

1. The level of adjustment behaviour of high school students is low.
2. The level of parental caring of high school students is low.
3. There is significant difference between male and female high school students in their adjustment behaviour.

4. There is significant difference between male and female high school students in their parental caring.
5. There is no significant relationship between adjustment behaviour and partial caring of high school students.

Interpretations

1. The 't' test result shows that there is significant difference between male and female high school students in their adjustment behaviour. Female students (140.712) are better than male (137.263) in their adjustment behaviour. This is may be due to fact that female students may participate rich co-curricular programme and also they have more opportunity to mingle among their classmates.
2. The 't' test result shows that there is significant difference between male and female high school students in their parental caring. Female students (141.71) are better than male students (137.26) in their parental caring. Female have more paternal caring than male students.

Recommendations

1. The practicing science teachers to be given more orientation and refresher courses in psychology and guidance and counseling to make them update and abreast in the subject concerned as well as in child rearing, caring and nurturing of adolescents.
2. Compensatory programmes to be chalk out and introduce for those students who are hailing from poor socio familial conditions.

Suggestions of the Study

1. A comparative study of Parental Caring, Study Habits, Achievement Motivation as correlates Achievement in Biology among students of CBSE and State level.
2. A study can be conducted to identify the role of local bodies in creating awareness among parents about the educational responsibilities.

Conclusion

In this study, it was discovered that there is a considerable disparity in adjustment behaviour between male and female higher secondary students. Female high school students perform better than males in terms of adjustment behaviour of high school students in Relation to Parental Caring. If there are any concrete benefits from parent-child participation, they are likely to include higher educational expectations, lower truancy, reduced absenteeism, and a greater emphasis on homework and all of which should ideally lead to enhanced academic accomplishment.

References

1. Archambeault, B. (1992). Personalizing study skills in secondary students. Journalof Reading, 35,468-472.
2. Bhatta B.D., (1970) *Theory and Principles of Education*, Doaba House, New Delhi, p.23.
3. Cronbach, (1977) *Educational psychology*, Harcourt Brace Jovanovich HVC., New York, p.34.
4. Dr. Anice James, 2005- *Teaching of mathematics*, Neelkamal Publications, Hydrabad, p.1).
5. Ganesha Batta H.S., 1990- Secondary Education: A systems Perspective, Ashish Publishing Pvt., Ltd., New Delhi, p. 5.
6. John W. Best & James V. Kahn(1999)*Research in Education*, Prentice Hall of India Pvt., Ltd., New Delhi, p.107.

JOB SATISFACTION OF HIGH SCHOOL TEACHERS IN RELATION TO THEIR ORGANISATIONAL HEALTH GRADUATE

[1]Dr. M. Sugumari
[2]R. Guruprabha

Abstract

The present study focuses on the influence of Job satisfaction of high school teachers concerning their organizational health. A descriptive survey method was used to conduct the study. The sample comprises 250high school teachers acquired from ten higher secondary schools in Srivilliputhur Taluk through a simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of high school teachers' job satisfaction is moderate in the Virudhunagar district. The findings reveal a significant difference between male and female high school teachers in their possession of Job satisfaction.

Keywords: *Job Satisfaction, Organizational Health, Descriptive, Survey Method.*

Introduction

"Education is the process of development which consists the passage of a human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment." According to Bhatia (1990), "Secondary education has a few specific functions that serve particular special needs in the context of the new society that is being envisioned in the constitution of India to which reference has already been made. Secondary education is a crucial stage in the educational ladder. It has well-defined objectives and a structure of its own (i) the overall development of the individual, (ii) the balanced development of the region. Several types of regional disparities may exist in the performance of the system.

The teacher is the one who teaches. The word 'teach' is derived from an Anglo-Saxon word 'Taecon' meaning to 'impart,' 'to instruct,' 'to train,' and 'to make aware of.

In other words, when a person who knows any field tries to pass on their acquired and accumulated knowledge to anyone ignorant about that knowledge and needs that expertise, it is an act of teaching. The act of teaching is as old as human civilization. A teacher enjoyed a very highly respected position and honors even the kings used to sit at their feet due to the nobility of their profession and the sacrifice, service, and dedication towards their duty.

"A teacher affects eternity; he can never tell where his influence stops." – John Adams (1735 – 1826), Second U.S. President.

According to Plato, the best quality of a teacher is love for his subject and love for his teachers. The teacher must possess certain qualities that can broadly be classified under four heads Rates relating to professional requirements, Qualities relating to character and personality, Qualities about human relationships, Qualities relating to professional education/training.

Significance of the Study

The destiny of India is being shaped in their classroom. This is no mere rhetoric. Education determines people's prosperity, welfare, and security in a world based on science and technology. The quality and number of people coming out of our schools and colleges will depend on our success in the great enterprise of national reconstruction, whose principal objective is to raise the standard of living of our people. The country is nowadays in the hands of high school teachers.

[1]*Assistant Professor in History, Arulmigu Kalasalingam College of Education, Krishnankoil*
[2] *M.Ed Scholar, Arulmigu Kalasalingam College of Education, Krishnankoil*

It is in the sense that teacher Produces citizens of a country who will be future rulers. Whatever may be positions held, all the citizens are serving the nation. The teacher plays a vital role in the educational system for its success or failure. The teaching profession is different from other professions. Few high school teachers realize this fact. Every teacher should know the peculiarities of his profession and the new role assigned to him in the educational system. The importance of the teacher in any educational method lies in their attitude towards their profession.

Job satisfaction and Life satisfaction of High School teachers are found to be influenced by several factors like gender, religion, type of school, nature of the school, education qualification, nature of the appointment, location of the school, marital status, monthly income, years of experience, etc. Many prefer the teaching profession out of parents' or somebody's compulsion and not out of their genuine interest.

Objectives of the Study

1. To find out the level of high school teachers in their Job satisfaction.
2. To find out the level of high school teachers in their organizational health.

Hypothesis

1. There is no significant difference between male and female high school teachers in job satisfaction.
2. There is no significant difference between rural and urban high school teachers' job satisfaction.
3. There is no significant difference between male and female high school teachers' organizational health.
4. There is no significant difference between rural and urban area high school teachers in their organizational health.
5. There is no significant relationship between job satisfaction and organizational health in high school teachers.

Methodology

The researcher adopted a descriptive survey method to conduct this study.

Population for the Study

The population of the present study is the high school teachers of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 250 high school teachers from 10 higher secondary schools in the Virudhunagar district.

Tool

The investigator and the guide prepared and validated the job satisfaction Scale and Organising Health Scale.

Statistical Techniques

Percentage, Mean, Standard Deviation, and Correlation

Analysis of Data Null Hypothesis: 1

There is no significant difference between male and female high school teachers in their possession of Job satisfaction.

Table 1 Difference between Male and Female High School Teachers in theirPossession of Job Satisfaction

Gender	N	M	S.D.	t-value	Significance at 0.05 level
Male	119	117.92	17.058	5.44	**Significant**
Female	131	128.53	13.684		

It is evident from the above table that the obtained "t" value of 5.44 is greater than the table value of 1.96 at the 0.05 level. Hence the null hypothesis is rejected. It shows a significant difference between male and female high school teachers in their possession of Job satisfaction.

Null Hypothesis: 2

There is no significant difference between male and female high school teachers in their Organisational Health.

Table 2 Significant Difference between Male and Female High School Teachers intheir Organisational Health

Gender	N	M	S.D.	t-value	Remarks
Male	119	88.84	7.061	3.40	**S**
Female	131	85.56	8.073		

It is evident from the above table that the obtained "t" value of 3.40 is greater than the table value of 1.96 at 0.05 level. The null hypothesis is accepted. Hence there is a significant difference between male and female high school teachers in their Organisational Health.

Null Hypothesis: 3

There is no significant relationship between job satisfaction and organisational health in high school teachers.

Table 3 A Significant Relationship between Job Satisfaction and Organisational Health High School Teachers

Variables	Source of variation	Sum of squares	df	MSV	Calculated 'F' value	Remarks at 5% level
Job satisfaction and corporate health high	Between	47.023	2	23.511	0.38	NS
	Within	14978.133	247	60.640		
	Total	15025.156	249			

It is inferred from the above table that the obtained "F" value of 0.38 is less than the table value of 'F' which is 3.03 at a 5% significance level. The null hypothesis is accepted. Hence, there is no significant relationship between job satisfaction and organizational health in high school teachers.

Major Findings

1. There is a significant difference between male and female high school teachers in job satisfaction.
2. There is a significant difference between below 5 years and above 5 years and teaching experience in their Organizational Health.
3. There is a significant difference between rural and urban high school teachers in their Organisational Health.

Interpretations

1. The findings of the present study show that there is a significant difference between male and female high school teachers in their Job satisfaction. Female teachers (128.53) have better job satisfaction

than male teachers (117.92) in their job satisfaction with respect to gender. The result found that female teachers accepted more responsibility than male teaches.

2. There is a significant difference between the below 5 and 5 years and above teaching experience in their Job satisfaction. 5 year and above teachers (125.52) have more Job satisfaction than the below 5 years of teaching experience (120.43). This is maybe due to facet that finding that, indeed, teachers do continue to improve in their effectiveness as they gain experience in the teaching profession.

Suggestions for the Study

The following are the suggestions for further research studies.

1. A similar study may be undertaken for college high school teachers.
2. This study can be extended to other school system high school teachers.
3. This study can be extended to other districts.
4. Attitude and job satisfaction of D.Ed. teachers can be undertaken.

Recommendations

1. Teachers should be provided with better facilities in their schools. It will indirectly promote their service in a committed manner.
2. The teachers should be encouraged to do some creative work.
3. Teachers should pay more attention to their work. It will promote their commitment level and their Job satisfaction.
4. More workshops and seminars should be organized for the teachers regarding their teaching profession.

Conclusion

High job satisfaction effectively leads to improved organisational productivity, decreased employee turnover, and reduced job stress in modern organizations. Job satisfaction leads to a cheerful ambiance at the workplace and is essential to ensure higher revenues for the organization. Finally, it is hoped that this study will benefit practitioners in various private sectors.

References

1. Aggarwal, J.C. (1996). *Educational Research: An Introduction*. Arya Book Depot, New Delhi.
2. Ali, N.Khan, M. & Alam, Z (2005), *Journal of cognitive, Information and communication processes.*
3. Psycho linguistic Association of India, 35 (1), (25-28).
4. Can, G. (1987), *A study of the understanding of Teaching Profession* (in Schools and Ankara). Journal of Anadolu University Education Faculty, 2(1), 159-170).
5. Demirel, O., & Un, K. (1987), *Dictionary of Educational Terms,* Safack Printing House, Ankara, P. 173...

ATTITUDE TOWARDS TEACHING OF COMPUTER SCIENCE AMONG HIGHER SECONDARY COMPUTER SCIENCE STUDENTS

[1] Dr. V. Kasirajan
[2]V. Iniya

Abstract

Attitude towards computer science plays a crucial role in computer science's teaching and learning processes. This study aims to determine the level of attitude towards teaching computer science among higher secondary computer science students in Srivilliputtur taluk. The teaching method, the structure of the school, the family, and students' attitudes towards school affected the students' attitudes toward computer science. The data were collected from a sample of 200 students, 104 boys and 96 girls who were studying higher secondary computer science, using a simple random sampling technique. The survey method was used for data collection using attitude towards teaching computer science tools prepared by the investigator and guide. The result revealed that the level of attitude towards teaching computer science among higher secondary computer science students is average, and there is a significant difference between rural and urban higher secondary computer science students in their attitude towards teaching computer science in Srivilliputtur Taluk.

Keywords: *Attitude, Teaching of Computer Science, Attitude towards Teaching of Computer Science, Higher Secondary Students, Computer Science Higher Secondary Students.*

Introduction

Teaching computer science in higher secondary schools should help pupils understand computer science's global functioning and act locally to meet their needs. Learning computer science provides students to think in diversified ways and solve any computer-related problems. These attitudes toward solving problems should help them develop critical thinking. They should be able to analyze and reason out essential issues to help themselves and society.

Hence the teachers must provide that kind of teaching-learning experience that helps the students to explore the world. Computer science teaching in higher secondary provides laboratory facilities to promote vocational skills in the students. Students get the freedom of learning through hands on training, identify the appropriate electronic devices for their usage and become skilled users of the systems.

Significance of the Study

T his study presents a model program for higher secondary school computer science education. Computers are inevitable and have become a necessary electronic gadget in every individual's life. Introducing computer science into the school curriculum can confidently challenge the educational industries to be fixed to global standards. The programming skill-based curriculum is presented at the higher secondary level. The languages like C, C++, Python, and Visual Basic, and web languages like HTML are in the higher secondary curriculum.

Understanding and implementing the programming language is essential for students to acquire. Students faced difficulties understanding the basic concept of programming structure and designing a program to solve specific tasks. Students, especially beginners, have problems reading, writing and creating a simple programming code. This causes students to have the attitude of depending on others to complete the task and consequently become indolent and do not dare to learn and expect marks of sympathy from a teacher. As a result, the level of programming skills development is not satisfactory.

[1] *Professor in Education, Arulmigu Kalasalingam College of Education, Krishnankoil*
[2] *M.Ed Scholar, Arulmigu Kalasalingam College of Education, Krishnankoil*

Students now also have career prospects in new avenues related to the latest technologies, such as Data Science, Artificial Intelligence, Robotics, Augmented and Virtual Reality, Cloud and Big Data, Data Mining, Mobile app development, and the Internet of Things. Under these circumstances, the students at the Higher Secondary level should have a good attitude towards the computer, as it is an indispensable part to lay a strong foundation for Higher Education.

Objectives of the Study

1. To find the attitude towards computer science teaching among higher secondary computer science students.
2. To determine whether there is a significant difference in attitude towards teaching computer science among higher secondary computer science students concerning the student's locality.

Hypotheses of the Study

1. The attitude towards teaching computer science among higher secondary computer science students.
2. There is no significant difference in attitude towards teaching computer science among higher secondary computer science students concerning the locality of students.

Methodology

The researcher adopted the survey research method to conduct the present study.

Population for the Study

The population of the present study is the higher secondary computer science students of Srivilliputtur taluk, Virudhunagar district of Tamil Nadu.

Sample for the Study

The investigator employed the simple random sampling method for selecting the sample. The sample for the present study comprises 200 higher secondary computer science students from seven higher secondary schools in Srivilliputtur taluk, Virudhunagar district of Tamil Nadu.

Tools used in the Present Study

The investigator used the Attitude towards Teaching Computer Science scale prepared and validated by the investigator and guide (2021).

Statistical Techniques

Percentage analysis Mean, Standard Deviation and F value.

Analysis of DataHypothesis - 1

The level of attitude towards teaching computer science among higher secondary computer science students is average.

Table 1 Level of Attitude towards Teaching of Computer Science among Higher SecondaryComputer Science Students

Low		Moderate		High	
Count	%	Count	%	No.	%
37	18.5	126	63.0	37	18.5

From the above table, 18.5% of the higher secondary students have low, 63.0% of them have moderate and 18.5% have a high level of attitude toward teaching computer science.

Hypothesis - 2

There is no significant difference between rural and urban higher secondary computer science students in their attitude toward teaching computer science.

Table 2 Difference between Rural and Urban Higher Secondary Computer Science Students in their Attitude Toward Teaching of Computer Science

Location of Students	N	Mean	Standard Deviation	Calculated 't' value	Table 't' value at 5% level	Remarks
Rural	122	1.206	6.22	2.317	1.96	Significant
Urban	78	1.218	5.22			

The table shows that the computed 't' value (2.317) is more significant than the table value (1.96) for df (198) at a 5% level of significance. Hence the null hypothesis was rejected. It shows a significant difference between rural and urban higher secondary computer science students in their attitude toward teaching computer science. The mean values of urban students have better than rural students in their attitude toward teaching computer science.

Major Findings

1. 18.5% of the higher secondary students have low, 63.0% have moderate and 18.5% have high level of attitude towards teaching computer science.
2. 19.7% of the rural higher secondary computer science students have low, 62.3% of them have average and 18.0% of them have high level of attitude towards teaching computer science.
3. 16.7% of the urban higher secondary computer science students have low, 64.1% of them have average and 19.2% of them have high level of attitude of the towards teaching computer science.
4. There is significant difference between rural and urban higher secondary computer science students in their attitude towards teaching of computer science.

Interpretations

The 't' test result shows that there is significant difference between rural and urban higher secondary computer science students in their attitude towards teaching of computer science. The mean value of urban students is better than the mean value of rural students in their attitude towards teaching computer science. This may be due to the fact that urban students may have highest positive computer attitude on educational value of computer technology and also more confidence with technology. So they have level attitude towards teaching of computer science.

Recommendations

- All parents give the supportive to their children to know computer programming skills.
- School must be arranged special classes and seminars for giving computer science education beyond the curriculum.
- Many programming language and application software books are kept in school library and daily they should allow studying the books.
- Schools should have internet access to learn computer science and updating the knowledge about computer technology.
- The Schools may be arranged many workshops about computer programming and recent technologies for rural area students.
- Government should provide each and every family with one computer at free of cost for the rural area students. It motivates the students to develop their knowledge through computer usage.

A STUDY ON PERSONALITY CHARACTERISTICS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

[1]Dr. M. Nithiya Kalyani
[2]S. Annalakshmi

Abstract

This investigation was done to see if there is any significant relationship between personality characteristics and the academic achievement of higher secondary school students. The sample comprises 300higher secondary school students acquired from ten higher secondary schools in the Virudhunagar district through simple random sampling. The collected data is analyzed statistically in SPSS software. The findings reveal no significant relationship between personality characteristics and the academic achievement of higher secondary students.

Keywords: *Personality Characteristics, Academic Achievement, Creativity, SPSS Software.*

Introduction

Education has been part and parcel of human life ever since antiquity because it implies the cultivation of the mind to make life tolerable and the acquisition of skills to make it possible. Today, education has become a basic necessity for human beings. This is why everyone is keen to learn and educate himself/herself, as education equips them with the knowledge necessary to face life's challenges. Education today is the foundation on which the pillars of modern society rest.

Achievement tests, as the name signifies, are employed for measuring the amount of success or achievement of an individual in a specific field or area or accomplishment. In school situations, an achievement test is used as a tool for measuring the nature and extent of student's learning in a particular subject or a group of subjects. How far a specific student has benefited from the learning experiences given to him is ascertained with the help of these tests. Therefore, achievement tests are essentially past-oriented. They provide evidence of what has been learned or acquired by an individual by testing his present ability.

Henry Murray (1893 - 1988) actively developed a theory of motivation throughout the 1930s, 40s, 50s, and 60s. He believed that a need is potentiality or readiness to respond in a certain way under certain given circumstances It is a noun that stands for the fact that a particular trend is apt to recur. (Murray, et al. 1938, p. 124). A central assumption of Murray's theory was that behavior is driven by an internal state of disequilibrium. In other words, we have a LACK of something, which drives us.

Significance of the Study

Learning occupies a significant role in one's life. Learning means modification of behaviour. The students' learning output is mainly measured using the yardstick of academic achievement. Therefore, the investigator involved in this research is to study the influence of Personality on the academic achievement of secondary-level school students. Academic achievement refers to the outcome/performance of education. The individual's orientation toward academic achievement depends on various factors. One such factor is Personality. Personality is quite a complex concept. It includes everything about a person. It is a well known fact that students' performance depends on various physical and psychological factors. Particularly, secondary school students are passing through the adolescent period, they are very much vulnerable to problems of various kinds. So, their Academic Achievement and formation of Personality are affected to a greater extent. Thus, the researcher considered these two variables in the present study.

[1]*Assistant Professor in Mathematics, Arulmigu Kalasalingam College of Education, Krishnankoil*
[2] *M.Ed Scholar, Arulmigu Kalasalingam College of Education, Krishnankoil*

Objectives

1. To find out the level of personality characteristics of higher secondary students.
2. To find out the level of academic achievement of higher secondary students.
3. To find out if there is any significant relationship between personality characteristics and academic achievement of higher secondary students.

Hypothesis

1. There is no significant difference between rural and urban higher secondary students in their personality characteristics.
2. There is no significant difference between rural and urban higher secondary students in their academic achievement.
3. There is no significant relationship between personality characteristics and academic achievement of higher secondary students.

Methodology

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

Population for the Study

The population of the present study is the higher secondary students of Virudhunagar district of Tamil Nadu.

Sample for the study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 higher secondary students from higher secondary schools in Virudhunagar district of Tamil Nadu.

Tool

- Personality Characteristics Scale prepared and validated by investigator and the guide.
- The academic achievement refers to the scores achieved by the higher secondary school students in all the subjects in the quarterly examination.

Statistical Techniques

Percentage, Mean, Standard Deviation, and correlation

Analysis of DataObjective: 1

To find out the level of personality characteristics of higher secondary students.

Table 1 Levels of Personality Characteristics of Higher Secondary Students of Entire Sample

Variable	Low		Moderate		High	
	N	%	N	%	N	%
personality characteristics	62	20.67	172	57.33	66	22

The following inference are drawn from the above table in respect of the entire sample of higher secondary students, 20.67 % of the total sample have low level of personality characteristics, 57.33% of them have moderate level and 22% of them have high level of personality characteristics of higher secondary students. These findings reveal that the majority of the higher secondary students belong to the moderate level of personality characteristics. It is concluded that the level of personality characteristicsis moderate among higher secondary students.

Hypothesis No. 1

There is no significant difference between rural and urban higher secondary students in their personality characteristics.

Table 2 Difference between Rural and Urban Higher Secondary Students in theirPersonality Characteristics

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	139	172.29	10.624	3.343	S
Urban	161	176.38	10.488		

It is inferred from the above table that calculated 't' value (3.343) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between rural and urban higher secondary students in their personality characteristics.

Null Hypothesis: 2

There is no significant difference between rural and urban higher secondary students in their academic achievement.

Table 3 Difference between Rural and Urban Higher Secondary Students in their AcademicAchievement

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	139	74.49	7.281	5.782	S
Urban	161	79.51	7.680		

It is inferred from the above table that calculated 't' value (5.782) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between rural and urban higher secondary students in their academic achievement.

Major Findings

1. The Majority 57.33% of higher secondary students have moderate level of personality characteristics. These findings reveal that the personality characteristics of higher secondary students in Virudhunagar district is Moderate.
2. There is no significant difference between rural and urban higher secondary students in their personality characteristics.
3. There is a significant difference between rural and urban higher secondary students in theiracademic achievement.

Interpretations

1. The finding of the current study results revels that there is a significant difference between rural and urban higher secondary students in their personality characteristics. Urban student are better than rural students in their personality characteristics. This is may be due to the fact that There is quantitative evidence that rural areas are better off than urban areas on a number of different measures, such as unemployment and crime, but there are substantial differences within both rural and urban areas.
2. The finding of the present study result points out that there is a significant difference between rural and urban higher secondary students in their academic achievement. rural students (78.26) are

better than urban students (75.58) in their academic achievement. Compared the academic performance of rural and urban students and found that the academic performance of urban was much better than rural.

Suggestions for the Further Research

1. The present study is limited to Virudhanagar city only.
2. Same study can be conducted into other geographical regions.
3. A comparative study of male and female also can be done for the same sample.
4. A comparative study of different disciplines can also be done for the same sample
5. A comparative study of the residents living in the normal society and the one who lives in the eco-community village can also be studied.

Recommendations of the Study

The following recommendations are suggested to rectify the errors committed by the students.

1. Teachers should help the children to draw out their innate potentialities
2. Proper motivation should be given to their children to develop better study habits.
3. In various orphanages exploitation of orphan children must be prevented.
4. Guardians must realize the basic needs of love, care, attention and affection needed for these orphan children.
5. Vocational education also should be imparted to enlighten their future life.

Conclusion

In this study, it was discovered that there is a considerable disparity in personality characteristics and academic achievement of higher secondary students. Female high school students perform better than male students in terms of personality characteristics of higher secondary school students in relation to academic achievement. It is concluded that there is significant relationship between personality characteristics and academic achievement of higher secondary students. A stronger and positive linear personality characteristic and academic achievement exist.

References

1. Ahmad, N., Raheem, A. & Jamel, S. (2003). Job satisfaction among school teachers. The Educational Review, 46(7), 3-6.Ahmed, A. & Kent, N.N. (1999). Impact of intervention of DPEP on community participation. Assam, Morigaon: DPEP.P.180
2. Bai, L.E. & Gnanadevan, R. (2004). Teacher's attitude towards Computer. Meston Journal of Research in Education, 3(2), 9-10.
3. Balapushpam, A. & Selvam, M. (2003). Art of Vigorous classroom transaction-An approach for quality school Science. ln-(Ed.), Science Education at the Primary level in Rural Areas: Problems and Perspectives. Gandhigram: Lakshmi College of Education, 9-10.
4. Cox, T.D. (2005) Learning styles and students attitudes toward the use of technology in higher and adult education courses. Dissertation Abstracts International, 65(11), 4124-A.
5. Dahiya, M.S. (2000). A step towards quality improvement of primary education in Delhi schools. Reflections on School Education, 7(1), 45-49.

MATHEMATICAL PHOBIA OF HIGHER SECONDARY STUDENTS IN RELATION TOTHEIR ACHIEVEMENT IN MATHEMATICS

[1]Dr. A.R. Anandha Krishnaveni
[2] P. Shanmuga Priya

Abstract

The present study's focus was to ascertain the influence of Mathematical phobia of higher secondary students. A descriptive survey method was used to conduct the study. The sample comprises 300 higher secondary students acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling. The collected data is analyzed statistically in SPSS software. The level of higher secondary students in their mathematical phobia is moderate in the Virudhunagar district. The findings reveal a significant relation between Mathematical aversion and achievement in Mathematics of higher secondary students.

Keywords: *Mathematical Phobia, Achievement, Descriptive, Significant, Survey Method.*

Introduction

The term "Education" emphasizes classroom education and the overall development of body and behavior. The real teacher must work to draw out the best in the child's body, mind, and spirit. The end of all knowledge must be the building up of character and personality. Education prepares the child for higher education and shapes him into a valuable citizen of society. Education is the tool with which we have to evolve and assortment into various professions and vocations.

Today's children are citizens of tomorrow. It helps one become aware of oneself and our environment and imbibe ethical, moral, cultural, social, and spiritual values. Education is the process whereby humankind is working out to fruition of its inner nature; it is a man's means of realizing his destination of reaching his goal of most significant power, joy, service, Truth, Charity, Righteousness, Honesty, Sacrifice, Tolerance, Punctuality, Loyalty and Faithfulness are also virtues which should be taught in the young generation. Mahatma Gandhi emphatically stresses that "Truth is the ultimate aim of education" (Aggarwal, 1985, P-5). Education, in a narrow sense, is the modification of children's behavior in a controlled environment. The developmental stages of children and their characteristics are essential factors the teacher must know to be a successful teacher.

Significance of the Study

Mathematics anxiety is a feeling of tension and anxiety that interfere with the manipulation of numbers and the solving of mathematical problems in a wide variety of ordinary life and academic situations. Mathematics anxiety can cause one to forget and lose one's self-confidence. Three practices that are a regular part of the traditional Mathematics classroom and cause great anxiety in many students are imposed authority, public exposure, and time deadlines. Mathematics anxiety is genuine and occurs among thousands of people. Much of this anxiety happens in the classroom due to the lack of consideration of the different learning styles of students. Today the needs of society require a greater need for Mathematics. Many external factors affect students' achievement, and family acceptance is the critical factor which affects the achievement of students. In the academic setting, many studies have shown a positive and significant correlation between self-efficacy, anxiety, and stress with academic achievement.

[1] *Principal, Arulmigu Kalasalingam College of Education, Krishnankoil, Virudhunagar*
[2] *M.Ed. Scholar, Arulmigu Kalasalingam College of Education, Krishnankoil, Virudhunagar*

Mathematics phobia is a feeling of tension and phobia that interfere with the manipulation of numbers and the solving of mathematical problems in a wide variety of ordinary life and academic situations. Mathematics Phobia can cause one to forget and lose one's self-confidence. Much of this Phobia happens in the classroom due to the lack of consideration of the different learning styles of students.

Today the needs of society require a greater need for Mathematics. Mathematics must be looked upon in apositive light to reduce Mathematics Phobia. Mathematics is a subject very abstract in nature, and the performance will be affected by their self-efficacy. Keeping the above mindset, there is no such study regarding mathematical phobia's effect on achievement in Mathematics. Based on the above background, the investigator surveyed the secondary school student's achievements in Mathematics about their mathematical phobia and achievement in Mathematics.

Objectives of the Study

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

Hypothesis

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

Methodology

The researcher adopted a descriptive survey method to conduct this study.

Population for the Study

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

Sample for the Study

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

Tool

- The investigator and the guide prepared and validated the mathematical phobia Scale.
- The achievement in Mathematics refers to the scores the higher secondary school students achieved in the quarterly examination.

Statistical Techniques

Percentage, mean, standard deviation and correlation.

Analysis of DataOBJECTIVE: 1

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

Table 1 Level of Mathematical phobia of Higher Secondary Students

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

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

Objective: 2

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

Table 2 Level of achievement in Mathematics of Higher Secondary Students

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

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

Null Hypothesis: 1

There is no significant difference among government, aided, and private higher secondary students in their Mathematics phobia.

Table 3 Difference Among Government, Aided and Private Higher Secondary Students in their Mathematics Phobia

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

It is inferred from the above table that the calculated 'F' value (13.914) is greater than the table value (3.00) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is rejected. It shows a significant difference among government, government aided and private school students in their Mathematics phobia.

Null Hypothesis: 2

There is no significant difference among government, aided and private higher secondary students in their achievement in Mathematics.

Table 4 Difference Among Government, Aided And Private Higher SecondaryStudents in their Achievement in Mathematics

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

It is inferred from the above table that the calculated 'F' value (0.115) is lesser than the table value (3.00) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference among government, government aided and private school students in their achievement in Mathematics.

Major Findings

1. The level of Mathematics phobia of higher secondary students is moderate.
2. The level of achievement in Mathematics of higher secondary students is moderate.
3. There is a significant difference among government, aided and private higher secondary students in their Mathematics phobia.
4. There is no significant difference among government, aided and private higher secondary students in their achievement in Mathematics.

Interpretation

The present study shows a significant difference among government, aided and private higher secondary students in their Mathematics phobia. While comparing the mean value of the type of school, the mean value of Aided school students is better than the other type of school students in their Mathematics phobia. This may be because one of the common reasons why students are Scared for Mathematics and why they fail in the subject is because of the peer pressure which they are not able to handle. They have self-doubt about their abilities and cannot cope with performance stress atschool and other levels.

Recommendations

1. The teacher can give more attention to the students and care for individual differences of the students.
2. Teacher should care more and motivate the students to involve themselves in learning Mathematics.

Suggestions for the Study

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

Conclusion

The present investigation is aimed measure the higher secondary achievement in Mathematics in related to Mathematics phobia and achievement in Mathematics. The study's finding reveals that Mathematics phobia and achievement in Mathematics are average. The recommendation suggests by the research is helpful in increasing achievement in Mathematics.

References

1. Goel, S. P. (2004) “Effect of Gender, Home Environment on Educational Aspiration”. *Journal of Community Guidance and Research*. Vol. 21, No. 1, 2004. P 77 – 78.
2. Mutegi, Casty Mukami (2022) Mathematics Anxiety, Attitude and Performance among Secondary School Students in Kenya, Educational Research and Reviews, v16n6, p226-235 Jun 2022.
3. Parvathamma and sharanamma (2010) conducted "a study on anxiety level and level of self-confidence and their relation with academic achievement", Perceived "Family Environment in Relation to Socio-Economic Status of Family". *Journal of the Indian Academic of Applied Psychology*. Vol. 26, 2000. P 109 – 114