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Affiliated to Tamil Nadu Teachers Education University, Chennai)**

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CONTENTS

S. No.	Articles	Author	Page No.
1	OPINION STUDY: PROSPECTIVE TEACHERS ON ONLINE CLASSES DURING THE COVID-19 PANDEMIC	<i>S. Rajamanickavasagan</i>	1
2	VOCABULARY DEVELOPMENT OF COLLEGE STUDENTS	<i>Dr. M. Nithiya Kalyani K. Kalaiarasi</i>	4
3	TEST ANXIETY AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS	<i>Dr. M. Sugumari K. Sivapriya</i>	8
4	PERFORMANCE COMPETENCY OF HIGH SCHOOL TEACHERS IN VIRUDHUNAGAR AND TIRUNELVELI DISTRICT	<i>R. Shanmugapriya Dr. H. Deepa</i>	11
5	LIFE SKILLS AND SOCIAL MATURITY OF HIGHER SECONDARY STUDENTS	<i>Dr. S. Anandaraj P. Regina</i>	15

**OPINION STUDY: PROSPECTIVE TEACHERS ON ONLINE CLASSES
DURING THE COVID-19 PANDEMIC**

¹ S. Rajamanickavasagan

Abstract

The COVID-19 pandemic forced education colleges worldwide to shut down their campus indefinitely and move their educational activities onto online platforms. The college of education was not prepared in Tamil Nadu for such a transition, and their online teaching-learning process evolved gradually. Investigator conducted an in-depth interview in which we asked prospective teachers in Dr Sivanthi Aditanar College of education at Tiruchendur about their opinion on different aspects of online class during the ongoing pandemic. The investigator received responses from 9 male and 75 prospective female teachers. The prospective teachers felt that they faced many challenges through an online class. The training teachers, however, felt that they were unsatisfied with their online classes since the beginning of the pandemic, and online classes are useful right now. The training teachers unappreciated the software and online study materials being used to support online education. However, the students felt that online education is stressful to their health and social life. This pandemic period has led to a widespread not adoption of online classes.

Keywords: *Prospective Teachers, Online Class, Covid-19 Pandemic*

Introduction

With educational institutes stopped due to the COVID-19 pandemic, the government has been hopeful for online education to get academic permanence. Most high-end private and public institutions have made the switch easily using online platforms such as Zoom, Google classrooms, Microsoft teams, etc., at the same time, many still find it an exceptional task. The challenges of online classes are all-around. Using the internet as a hobby is common, but online classes are big challenges. Teachers may not be well-versed in making digital content and conveying it successfully online. A hasty expectation from them to upgrade and from students to adjust is unjust. Instruction is not just about subject knowledge but also about increasing social skills and sportsmanship among the students, which has been built over the years. Relying completely on online classes may hinder the holistic growth of children (Prashanthi Karyala & Sarita Kamat, 2020).

Review of Related Studies

Susanto E et al. (2021) conducted a study on Constraints of online learning using Google classroom during COVID-19. The innovation in this research is that the researcher conducts research to see from the restrictions of the menus that are on google scholar, which can be useful for educators, both lecturers or teachers, in using the google classroom employment and can provide knowledge about barriers in the online learning process using google classroom so that when a teacher or lecturer wants to use google classroom, they have provided a solution to face these obstacles. To improve this study, further research is needed. This research is new knowledge in the Image Capturing Engineering course. Mulenga E. M et al. (2020) conducted a study on Prospective teachers' online learning mathematics activities in the age of COVID-19: A cluster analysis approach. Cluster analysis results exhibited that online learning mathematics enterprises have significant mean differences in clustering. Cluster 2 recorded the best production, implying that students in this cluster presented excellent online learning skills for mathematics in a technology-rich environment. They will be forced to study and work in the future. The study examines various possible online platforms and indicates the one that will be opened by the administration, which is the Educational Channel on TV.

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Need and Significance of the Study

Students' life is not only just observe classes - the necessary parts of each student's schedule are observe their ground, seeing friends in the self-service restaurant, discussing your ideas in the classroom and living in dorms. However, it has radically altered just over a year ago. The worldwide pandemic has mandatory students to get back to their homes and accept the new form of studying - online class. Face-to-face communication that a traditional classroom offers is busy in online classes. Mere physical attendance may be enough in a traditional classroom. However, online mock-up leaves the student with the responsibility of having good watchfulness levels, a thoroughly functioning device, internet connectivity that allows for successful audiovisual reception and communication. Therefore, the significant impact of the COVID 19 falls on the prospective teachers. Apart from disrupting academic calendars, career plans and potential job loss, students face several other troubles due to the online system. One facet of this pertains to the mechanics of online classes, such as failure of interactivity, lack of access to learning material, offensive infrastructure etc. Loss of formal education through the traditional approach will have to be bridged by an online course to ensure continuity of development in person capital potential. Homeschooling may seem like another choice. However, different students coming from different situations will have unequal opportunities due to differences in family income, access to capital, parents' education, and the ability of guardians to devote time to teach their children. In India, where denial is out of control, this will mainly restrict the marginalised sections. So, the in-depth interviews of prospective teachers are online classes during the Covid-19 pandemic.

Operational Definition of the Terms

Online Classes: The online classes are a mixture of video recordings and live lectures with course reading and tests.

Prospective Teacher: Teacher candidates enrolled in a teacher education program and their two years of education.

The objective of the Study

1. To find out the challenges faced by online classes in prospective teachers in COVID 19.
2. To find out restricted online class drawbacks in prospective teachers in COVID 19.

Method of the Study

A qualitative method with an estimation method was adopted in this research. Data were obtained by in-depth interview using simple random sampling towards 9 male and 75 prospective female teachers in Dr Sivanthi Adithanar College of Education, Tiruchendur. Data were analysed using the 'Colaizzi' method.

Data Analysis

Results of this study, the researcher identified five themes of online classes challenges from prospective teachers such as,

1. Unable to Focus on the Screen for a Long Time

One of the main challenges of online classes for many prospective teachers is the struggle of focusing on the screen for lengthy periods. There is a great chance for future teachers to be easily unfocused by social media or other sites during online classes. Therefore, the teachers must keep their online classes fresh and engaging with interactive sessions to help prospective teachers listen carefully to the lesson.

2. Network Issues

Another major challenge of online classes is internet connectivity. While internet services have grown in leaps and bounds in smaller cities and towns over the past few years, an identical reference to decent internet speed is usually an issue. Without constant internet connection for prospective teachers, there may be no continuity and concentration in learning for the kids. This could be unhealthy to the education process.

3. Feeling Isolated

Prospective teachers learn plenty from being within the corporate of their peers. However, during a web class, there aren't any physical interactions between them and their peers. This often leads to a way of isolation for them. During this case, the college must allow other communication between prospective teachers, peers, and their educators. Online classes might include online messages, emails and video conferencing, which can give face-to-face interaction and reduce the sense of isolation

4. Training for Teacher Educators

Online classes require all teacher educators to possess a basic understanding of digital sorts of learning. However, this can be not always the case. Often, teacher educators don't have a formal knowledge of technology, and sometimes they don't even have the mandatory resources and tools to conduct online classes.

To battle this, the colleges need to speculate within the prospective teachers with the most recent technology updates to conduct their online classes seamlessly.

5. Online Learning Means More Screen-Time

Having their prospective teachers spend such a large amount of hours watching a screen is that of the biggest concern for several parents. This increase in screen time is one of the negative impacts of online classes. On occasion, students also build-up wrong positions and other physical troubles because of staying hunched and seated before a monitor for an extended period.

Recommendation

- Launch a productive learning atmosphere
- Set a plan for finishing and reviewing homework
- Seek virtual communications with their peers
- Apply the 'chunking' strategy to section out work
- Try to increase their interest in the work
- Creating the work doing online more for myself important
- Visualise yourself on a path toward mastering the subject
- Problem-solve on their own
- Focus on their self-Care
- Have kindness for others

Conclusion

There are both advantages and disadvantages of learning through online mode. But as the technological capabilities have reached great heights and several of the crucial concerns of students taking online classes have been addressed, the advantages of online classes are beginning to drown out the disadvantages of online courses.

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VOCABULARY DEVELOPMENT OF COLLEGE STUDENTS

¹Dr. M. Nithiya Kalyani² K. Kalaiarasi**Abstract**

The present study is entitled "Vocabulary development of college students". Vocabulary addresses one of the most significant abilities, which is important for acquiring an unknown dialect. It is the base for the advancing the relative multitude of different abilities like understanding perception, listening cognizance, talking, composing, and so on spelling and elocution. The purpose of the present study was to find out the vocabulary development of college students. The research type was a survey method, which consists of a purposive sampling of 300 college students in the Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The majority of the college students have moderate level of Vocabulary development.

Keywords: *vocabulary development and college students*

Introduction

At the point when we discuss an individual's vocabulary, we mean the words the person in question knows and can utilize it is, by and large acknowledged that vocabulary is the core of language learning, one can't talk, get, peruse or compose an unknown dialect without knowing loads of words. Accordingly, vocabulary learning is at the core of dominating dialect. However, vocabulary is the sub-expertise of a language; it has a huge job in language learning and educating. There are numerous crucial angles in vocabulary learning, like qualification among words and vocabulary, how significant vocabulary is, why a language instructor needs to lay out the vocabulary learning objectives, what are vocabulary realizing approaches, and so on.

Need and Significance of the Study

Language comprises the vehicle on which both oral correspondence travel. It frames the establishment stone of instruction. The explanation of language is to do the regular positions that discourse does. As such, it's anything but a hatchet, an instrument with which things are completed. Words are instruments with which individuals impart. The more words students know, the better they can think, convey and notice information. The endurance in the present worldwide monetary society turns out to be hard, in their vocabulary is restricted. It's undeniably true that the odds for progress increment with the size and uses of their vocabulary. Immense abilities in the general public propel the adolescent to be exceptional with the essential verbal abilities to acquire better positions. Verbal abilities are referred to as the main conclusive factor in picking leaders. An absence of adequate vocabulary serves just to be precluded in the position interviews.

Hence forth, students of are needed to have a consistently expanding scope of vocabulary to keep up with significance with the worldwide climate of the new thousand years. Verbal abilities are an imperative segment of these, acknowledged by the foundation and business comparably. These abilities have ended up being smothered among the students' discipline. There is adequate proof that they come up short on the necessary norms of vocabulary. Students who are skill full at verbal abilities enjoy a significant upper hand over the individuals who are not. Besides, this absence of these abilities helps to subvert the entire profile of the expert students.

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Objectives

1. To find out the level of vocabulary development of college students.
2. To find out whether there is any significant difference between male and female college students in their vocabulary development.
3. To find out whether there is any significant difference between Graduate and Postgraduate college students concerning Vocabulary development.

Hypotheses

1. There is no significant difference between male and female college students in their vocabulary development.
2. There is no significant difference between Graduate and Postgraduate college students with respect to Vocabulary development.

Delimitations of the Study

1. This study is limited to only college students.
2. This study is confined only to the Virudhunagar district in Tamil Nadu.

Sample for the Study

The investigator has randomly selected 300 college students in the Virudhunagar district for the present study.

Tools Used for Present Study

Vocational development questionnaire for college students, which was constructed and standardized by G. Visvanathan

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 Vocabulary development of college students

Table 1.1 Levels of Vocabulary development Among College students of Entire Sample

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Vocabulary development	42	14	202	67.3	56	18.7

The following inference is drawn from the above table in respect of the entire sample of college students, 14 % of the total sample have allow level of Vocabulary development of English, 67.3% of them have moderate level, and 18.7% of college students have a high level of Vocabulary development of English. These findings reveal that the majority of the college students belong to the moderate level of Vocabulary development of English.

Hypothesis No. 1

There is no significant difference between male and female college students in their vocabulary development

Table 1.2 Difference between male and female college students in their vocabulary development

Gender	N	Mean	SD	't' value	Level of Significance
Male	155	31.18	2.887	0.279	Not Significant
Female	145	31.27	2.607		

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

It is inferred from the above table that there is no significant difference between male and female college students in their vocabulary development.

While comparing the mean scores of male (mean = 31.18) and female (mean = 31.27) students, Male college students have less level of vocabulary development in English than female students

Hypothesis No. 2

There is no significant difference between Graduate and Postgraduate college students concerning vocabulary development.

Table 1.3 Difference between Graduate and Postgraduate college students in their vocabulary development

Degree	N	Mean	SD	't' value	Level of Significance
Graduate	233	31.05	2.72	2.05	Significant
Post-graduate	67	31.84	2.778		

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

It is inferred that the Graduate and Postgraduate college students differ significantly in their vocabulary development.

While comparing the mean scores, the mean score of Graduate college students (mean = 31.05) have fewer mean scores than Postgraduate college students (mean = 31.84) in their vocabulary development.

Major Findings

- 14 % of the total samples have a low level of Vocabulary development of English, 67.3% of them have a moderate level, and 18.7% of college students have a high level of Vocabulary development of English.
- Table 1.2 reveals no significant difference between male and female college students in their vocabulary development. While comparing the mean scores of male (mean = 31.18) and female (mean = 31.27) students, Male college students have less level of vocabulary development in English than female students.
- Table 1.3 reveals the calculated critical ratio value is found to be 2.05, which is significant at 0.05 level. It is inferred that the Graduate and Postgraduate college students differ significantly in their Vocabulary development.

Interpretation

The finding shows that there is a significant difference between Graduate and Postgraduate college students concerning Vocabulary development. It was seen that there is high mean score in the Vocabulary development of English with Post-graduate students as compared to students with graduate students. This may be due to that in a postgraduate degree, a student can develop vocabulary, such as researching, presentation, and writing skills through assignments, seminars, paper presentations, and workshops.

Recommendations of the Study

- Professors, Teachers could commit a couple of uncommon classes each week to assist students with creating vocabulary in some random undertaking. This will help students show revenue in the language and make endeavors in learning the language and its vocabulary being used steadily.
- Professors may assist students with distinguishing or perceive different sorts of vocabulary things like single words, compound words, collocations, phrasal action words, colloquial articulations, and other lexical pieces by utilizing various methodologies and procedures..
- Perusing materials are significant wellsprings of creating vocabulary information on the language. In this way, course reading engineers ought to fastidiously pick and configure age-fitting, socially pertinent subjects.

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TEST ANXIETY AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

¹Dr. R. Sugumari² K. Sivapriya**Abstract**

The present study was to explore if there is any significant relationship between test anxiety and academic achievement of higher secondary students. A Descriptive survey method was used to conduct the study. The sample comprises of 300 students acquired from six higher secondary schools in Srivilliputtur Taluk through a simple random sampling technique. The collected data is analyzed statistically in SPSS. The level of test anxiety is moderate in the Virudhunagar district. The findings reveal no significant relationship between test anxiety and academic achievement of higher secondary students.

Introduction

Test Anxiety is a broadly considered character variable that alludes to those phenomenological or behavioral responses that accompany concern about possible failure. Since academic achievement is controlled by test performance, the significance of excelling on tests and the related anxiety about failure on them turns into a significant issue nowadays. Test anxiety is a summed up sensation of apprehension, disquiet, or dread that can occur previously, during, or even after a test on account of concern, stress. By and large, all experience some degree of anxiety or pressure before tests or other significant assessments. Test Anxiety is common among students. It isn't unexpected to feel some degree of anxiety or stress concerning approaching assessments, papers, or introductions. Anxiety can likewise be a 'positive spark' and may show that one often thinks about one's presentation, which is something to be thankful for. However, some students find that anxiety meddles with their learning and test-taking so much that it can prompt terrible showing and interfere with their learning.

Significance of the Study

Today, examinations are one of the most threatening events that cause test anxiety among students. Test anxiety is an excessive worry about upcoming exams, fear of being evaluated, and apprehension about the consequences. It is irrational thinking about exams and outcomes. It includes irrational beliefs, irrational demands, and catastrophic predictions.

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

Objectives

1. To find out the level of test anxiety of higher secondary students.
2. To find out the level of academic achievement of higher secondary students.
3. To find out whether there is any relationship between test anxiety and academic achievement of higher secondary students.

Methodology

Descriptive survey method was adopted by the researcher to carry out this study.

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Population for the Study

The population of the present study is the high secondary students of Srivilliputtur 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 students from six higher secondary schools of Srivilliputtur Taluk, Virudhunagar district of Tamil Nadu.

Tool

The test anxiety scale was prepared and validated by Kumaran and Kadiravan (2016).

Statistical Techniques Used

Percentage, Mean, Standard deviation, and correlation

Analysis of Data

Objective: 1

To find out the level of test anxiety of higher secondary students

Table 1 Levels of test anxiety among higher secondary students of the entire sample

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Test anxiety	58	19.3%	176	58.7%	66	22%

The following inference is drawn from the above table in respect of the entire sample of higher secondary students, 19.3 % of the total sample have low levels of Test anxiety, 58.7% of them have moderate levels, and 22% of higher secondary school students have a high level of Test anxiety. These findings reveal that most of the higher secondary students belong to the moderate level of Test anxiety.

Objective: 2

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

Table Levels of academic achievement among higher secondary students of the entire sample

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Academic achievement	43	14.3%	201	67.0%	56	18.7%

The following inference is drawn from the above table in respect of the entire sample of higher secondary students, 14.3% of the total sample have low level of academic achievement, 67% of them have a moderate level, and 18.7% of them have a high level of academic achievement of higher secondary school students. These findings reveal that most of higher secondary school students belong to moderate level of academic achievement.

Hypothesis No. 1

There is no significant relationship between Test Anxiety and the academic achievement of higher secondary students.

Table 3 Co-efficient of Correlation between Test Anxiety and academic achievement of higher secondary students

Variables	N	'r'	Level of Significance
Test anxiety and academic achievement	300	0.031	Not Significant

It is evident from the above table, the computed correlation coefficient 'r' is 0.031, which is not significant at 0.05 level. It is inferred that there is no significant relationship between Test Anxiety and academic achievement of higher secondary students.

Major Findings

1. 19.3 % of the total sample have low levels of Test anxiety, 58.7% of them have a moderate level, and 22% of higher secondary school students have a high levels of Test anxiety.
2. 14.3% of the total sample have a low level of academic achievement, 67% of them have a moderate level and 18.7% of them have a high level of academic achievement of higher secondary school students.
3. There is no significant relationship between Test Anxiety and academic achievement of higher secondary students.

Interpretation

The 'r' test result shows no significant relationship between Test Anxiety and academic achievement of higher secondary students. While most participants experienced moderate test anxiety during examinations, this points out that test anxiety is not directly affecting the student's academic achievement. Rather, anxiety during examination acts as a motivating factor. Even though it is essential to help students to deal with stress and trim down test anxiety efficiently, the results suggest the need for students to maintain the finest state of mental health and mind during the examination, as this is important for better academic achievements.

Recommendations of the Study

- The majority of the students face the problem of test anxiety to some extent. Therefore, it makes the authorities aware of the recruitment of well-trained teachers, who can adopt proper teaching methods and skills to deal with such issues.
- The study also throws light on the need for a well-structured educational plan involving all educators and other concerned persons to find some suitable techniques for reducing test anxiety of students.
- Teachers must continuously monitor the performance of students in their examinations. In addition, teachers should instruct and guide the students on effective study skills and test-taking strategies. Teachers should encourage students to use positive self-motivation, to practice relaxation techniques.

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**PERFORMANCE COMPETENCY OF HIGH SCHOOL TEACHERS IN VIRUDHUNAGAR
AND TIRUNELVELI DISTRICT**

¹ R. Shanmugapriya² Dr. H. Deepa**Abstract**

In this study, the investigators have examined the Performance Competency of High School Teachers in the Virudhunagar and Tirunelveli District. The investigators have used the survey method for data collection. The population is the high School Teachers working in various schools of Virudhunagar and Tirunelveli Districts. 500 school Teachers were randomly selected as the sample for the study. It is inferred that there is no significant difference in performance competency of high school teaching concerning the nature of the family and educational qualification.

Keywords: performance Competency, High school Teachers

Introduction

An effective teacher quite consistently achieves goals that either directly or indirectly focus on the learning of their students. Competency' and 'Competence' are used interchangeably (Passi and Lalitha, 1994). Competence is personal traits or a set of habits that leads to more effective and superior job performance. Teacher competence includes a thorough knowledge of the content. Teachers prepare citizens for the future. Competencies and skills are the very basic conditions for active citizenship, employment and social cohesion.

Operational Definition**Performance Competency**

The performance competency is the ability of the high school teachers to execute a master-level teaching-learning. Here the performance competency is measured by classroom management, Usage of teaching aids, Participation in extracurricular activities, Participation in curricular activities, Classroom communication, Usage of teaching methodology, Ethics of teaching and Rapport with students.

High School teachers

High school teachers are teachers handling classes IX & X in the Government, aided and Matriculation schools.

General Objective

To find out the significant difference in Performance competency of high school teachers.

Specific Objective

To find out whether there is any significant difference among high school teachers in Performance competency and its dimensions in terms of background variables

Null Hypotheses

Performance competency of high school teachers

1. There is no significant difference between a joint and nuclear families of high school teachers in their performance competency and its dimensions
2. There is no significant difference among high school teachers in their performance competency and its dimension concerning educational qualification.

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DD & CE, M.S. University, Tirunelveli, Tamil Nadu.

Population of the Study

The population of the study is the high school teachers working in Tirunelveli and Virudhunagar District.

Sample for the Study

The sample for the present study consists of 500 high school teachers working in various schools selected by random sampling technique. Stratification is based on Educational Qualification and the Nature of the family.

Tools used in the Present Study

In the present study, the investigator has used. Performance Competency Questionnaire constructed and validated by the investigators.

Descriptive Analyses

Null Hypothesis - 01

There is no significant difference between joint and nuclear family high school teachers in their performance competency and its dimensions

Table 1: Significant difference between joint and nuclear family high school teachers in their performance competency and its dimensions

Dimension	Type of family	Mean	S.D	't' value	Remark
Classroom management	Nuclear	13.23	1.631	0.986	NS
	Joint	13.39	1.927		
Using teaching aids	Nuclear	36.56	5.397	1.144	NS
	Joint	37.14	5.776		
Participation in extra curricular activities	Nuclear	8.02	1.555	2.057	S
	Joint	8.30	1.467		
Participation in curricular activities	Nuclear	29.14	3.957	1.768	NS
	Joint	29.78	3.978		
Classroom communication	Nuclear	28.46	4.320	2.112	S
	Joint	29.33	4.696		
Using teaching methodology	Nuclear	21.06	2.944	1.487	NS
	Joint	21.45	2.789		
Ethics of teaching	Nuclear	25.16	3.785	0.405	NS
	Joint	25.30	3.985		
Rapport with students	Nuclear	8.46	1.500	0.280	NS
	Joint	8.42	1.650		
Performance competency in total	Nuclear	170.08	18.715	1.665	NS
	Joint	173.11	20.835		

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

It is inferred from the above table that there is no significant difference between nuclear and joint family high school teachers in performance competency and its dimensions Classroom management, Using teaching aids, Participation in curricular activities, Using teaching methodology, Ethics of teaching, and Rapport with students. But there is a significant difference between Joint and Nuclear family high school teachers in the dimensions of Participation in extracurricular activities and Classroom communication.

From the mean value, it is inferred that joint family high school teachers (8.30 and 29.33) are better than Nuclear family high school teachers (8.02 and 28.460) in their dimensions participation in extracurricular activities and classroom communication.

Null Hypothesis - 02

There is no significant difference among high school teachers based on their educational qualification in their performance competency and dimensions.

Table 2: Significant difference among high school teachers based on their educational qualification in their performance competency and its dimensions

Dimension	Source of variation	Sum of squares	df	F value	Remark
Classroom management	Between Groups	2.579	2	0.417	NS
	With in Groups	1537.203	497		
Using teaching aids	Between Groups	27.806	2	0.450	NS
	With in Groups	15371.976	497		
Participation in extra curricular activities	Between Groups	4.093	2	0.880	NS
	With in Groups	1155.929	497		
Participation in curricular activities	Between Groups	69.9392	2	2.225	NS
	With in Groups	7809.653	497		
Classroom communication	Between Groups	6.337	2	0.157	NS
	With in Groups	10060.613	497		
Using teaching methodology	Between Groups	28.872	2	1.738	NS
	With in Groups	4126.928	497		
Ethics of teaching	Between Groups	108.552	2	3.674	S
	With in Groups	7342.120	497		
Rapport with students	Between Groups	5.348	2	1.098	NS
	With in Groups	1209.852	497		
Performance competency in total	Between Groups	848.030	2	1.100	NS
	With in Groups	191541.762	497		

(At 5% level of significance, the table value of 'F' is 3.02)

It is inferred from the above table that there is no significant difference among educational qualification of high school teachers in performance competency and its dimensions - Classroom management, Using teaching aids, Participation in extracurricular activities, Participation in curricular activities, Classroom communication, Using teaching methodology, and Rapport with students. But there is a significant difference among high school teachers in the dimension ethics of teaching concerning educational qualification.

Conclusion

There is no significant difference between Joint and Nuclear high school teachers in performance competency. There is no significant difference among high school teaches in performance competency concerning educational qualification.

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LIFE SKILLS AND SOCIAL MATURITY OF HIGHER SECONDARY STUDENTS

¹ Dr. S. Anandaraj² P.Regina**Abstract**

Life skills are an imperative portion of our life, which makes a difference to confront obstructions and overcome challenges. The most important thing about life skills is to build the confidence of the students. In this research, the investigators have attempted to find out the level of life skills and social maturity of higher secondary students with respect to the locality of the student and the type of school. A survey method was utilized to gather the information from the sample. Using a simple random sampling technique, 279 higher secondary school students are selected as the sample for the study. The finding revealed that the level of life skills and social maturity of higher secondary school students are found to be a moderate level. The research found that rural students are better than urban students in their life skills and social maturity. It also found that government school students are better than the aided school students in their life skills and social maturity. There was a significant relationship between life skills and social maturity of higher secondary students. Implications of the study are discussed based on the findings.

Keywords: *Life skills, Social maturity, Higher Secondary Students*

Introduction

Maturity is not only the word. It is the full development of the body and mind. It is life long process that ultimately creates an impact on the entire life of the person. Social Maturity may be a term commonly utilized in two ways, concerning the behavior that's appropriate to the age and secondly, the behavior that conforms to the standard and expectations of the adults. Thus Social Maturity permits a more detailed perception of the social environment, which helps adolescents to influence the social circumstances and develop stable patterns of social behavior (Johnsi & Arul, 2017). Social performance, pre-social behavior, social inhibition, and withdrawal are several traits related to psychosocial maturity. They are the components of social maturity. Thus, social maturity has various aspects of social abilities as self-sufficiency, occupational activities, communication self-direction, and social participation. Life skills are "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the stress and challenges of everyday life" (WHO). 'Adaptive' means an individual is flexible in approach and is in a position to regulate in several circumstances. 'Positive behavior' implies that an individual is forward-looking, and even in difficult situations, can find a ray of hope and opportunities to seek out solutions. Life skills instruction is a psychological and developmental task based on positive human values and life adjustment related to the study of human relationships, work, and leisure in multiple dimensions. The method utilized in teaching Life Skills builds upon the social learning theory and what we all know of how children learn from their environment, from observing how others behave and what consequences arise from behavior.

Need and Significance of the study

Nowadays, adolescents live in a more complex situation, which has resulted in increased stress and frustration. Due to their physical and intellectual capability, they are being considered the most productive members of society. But in reality, most adolescents are unable to utilize their talents, potential, and capacity appropriately, a lack of guidance and also by motivation. If adolescents handle stressful situations successfully by using appropriate skills, they face similar situations without stress. Life Skills refer to a broad group of psychosocial, interpersonal skills that can help individuals make decisions in life.

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Beyond reading, writing, and arithmetic, a child needs to develop a broad set of competencies cognitive, social, and practical skills to cope with the challenges of the competitive world confidently. Life Skills are non-academic abilities, knowledge, attitudes, and behaviors that are indispensable to ended up a fruitful individual in society. It helps an individual to face difficult situations in life courageously and deal with adversities more effectively and live life successfully to attain personal satisfaction. The development of life skills in a person makes him a dynamic individual. But, life skills are conferring in a steady and intuitively learning environment. They are pertinent for all ages of children and youths in school. Different teaching methods such as discussions, demonstration, role-plays, small group interaction and guided practice, story-telling, debates are using to enhance the life skills of the students. Educating life skills in schools plays a vital part within the improvement of personality and maturity. In daily life, the development of life skills helps students recognize the affect of their actions and instructs them to require obligation for what they do instead of fault others. Therefore, the investigator wants to study on life skills and social maturity of higher secondary students.

Objectives of the study

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

1. To find out the level of life skills and social maturity of higher secondary students.
2. To find whether there is any significant difference between rural and urban area students in their life skills and social maturity.
3. To find whether there is any significant difference between government and aided school students in their life skills and social maturity.
4. To find whether there is no significant relationship between life skills and social maturity of higher secondary students.

Null Hypotheses

1. There is no significant difference between rural and urban area students in their life skills and social maturity.
2. There is no significant difference between government and aided school students in their life skills and social maturity.
3. There is no significant relationship between life skills and social maturity of higher secondary students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used "The Social maturity scale," which was developed, and standardized by Arul Joseph and Anandaraj in the year 2016 and "The Lifeskills scale," which comprised 60 statements, which was developed and validated by Regina (investigator) and Anandaraj (Research supervisor) in 2019. The investigator has selected the sample by simple random sampling technique for the present study. It comprises 279 higher secondary students studying in kadayannallur taluk. The data were analyzed using Mean, Standard Deviation, 't' test, and correlation.

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 life skills and social maturity of higher secondary school students with respect to gender

Variable	Life skills						Social maturity					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	32	19.4	107	64.8	26	15.8	35	21.2	113	68.5	17	10.3
Rural	11	9.6	82	71.9	21	18.4	18	15.8	73	64.0	23	20.2

Government	6	10.0	40	66.7	14	23.3	2	3.3	43	71.7	15	25.0
Aided	37	16.9	149	68.0	33	15.1	51	23.3	143	65.3	25	11.4

It is inferred from the above table that,19.4% of urban area higher secondary students have low, 64.8% of them have moderate, and 15.8% of them high-level of life skills. 9.6% of the rural area higher secondary students have low, 71.9% of them have moderate 18.4% of them have high-level life skills. 21.2% of urban area higher secondary students have low, 68.5% of them have moderate, and 10.3% of them high-level of social maturity. 15.8% of the rural area higher secondary students have low, 64.0% of them have moderate 20.2% of them have high-level social maturity.

It is inferred from the above table that,10.0%of government school higher secondary students have low, 66.7% of them have moderate, and23.3% of them have high-level of life skills. 16.9% of aided school higher secondary students have low, 68.0% of them have moderate, and 15.1% of them have high-level life skills.3.3%of government school higher secondary students have low, 71.7% of them have moderate, and25.0% of them have high-level of social maturity. 23.3% of aided school higher secondary students have low, 65.3% of them have moderate, and 11.4% of them have high-level social maturity.

Ho1: There is no significant difference between urban and rural area higher secondary students in their life skills and social maturity.

Table 2: Difference between urban and rural area higher secondary students in their life skills and social maturity

Variable	Group	Number	Mean	SD	't' Value	Remarks
Life skills	Urban	165	225.13	32.218	2.265	S
	Rural	114	234.04	32.414		
Social maturity	Urban	165	103.42	13.744	3.260	S
	Rural	114	109.16	15.400		

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

It is inferred from the above table that there is a significant difference between rural and urban higher secondary students in their life skills and social maturity. While comparing the mean scores of rural and urban students, rural students are better than urban students in their life skills and social maturity.

Ho1: There is no significant difference between government and aided school students in their life skills and social maturity.

Table 3: Difference between government and aided school students in their life skills and social maturity

Variable	Group	Number	Mean	SD	't' Value	Remarks
Life skills	Government	60	236.37	32.099	2.052	S
	Aided	219	226.69	32.419		
Social maturity	Government	60	113.50	12.703	4.780	S
	Aided	219	103.65	14.511		

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

It is inferred from the above table that, there is a significant difference between government and aided school higher secondary students in their life skills.While comparing the mean scores of government and aided school students, government school students (mean=236.37) are better than the aided school students (mean=226.69) in their life skills.

There is a significant difference between government and aided school higher secondary students in their social maturity. While comparing the mean scores of government and aided school students, government school students (mean=113.50) are better than the aided school students (mean=103.65) in their social maturity.

Ho2 :There is no significant relationship between life skills and social maturity of higher secondary students.

Table 4: Relationship between life skills and social maturity of higher secondary students

Variables		Calculated 'r' value	Table 'r' value	Remarks
Life skills	Social maturity	0.552	0.113	S

It is inferred from the above table that there is a significant relationship between life skills and social maturity of higher secondary students.

Findings of the Study

The findings derived from the study are:

1. The level of life skills and social maturity of higher secondary school students is found to be moderate with respect to the locality of the students and type of school.
2. Rural students are better than urban students in their life skills and social maturity.
3. Government school students are better than the aided school students in their life skills and social maturity.
4. There is a significant relationship between life skills and social maturity of higher secondary students.

Educational Implications

In this research, the investigator found that rural students are better than urban students in their life skills. This may be due to the fact that rural area students can adjust to different circumstances and situations. So they can have the capacity to find out the solution to the problem. It may help them to have better life skills than urban area students. Rural students are better than urban students in their social maturity. This may be due to the fact that rural area students may have the opportunity to live together and concern the welfare of others. It may enrich the maturity of rural area students. This study also reveals that government school students are better than the aided school students in their life skills. This may be because those government school students can deal effectively with the demands, problems, and challenges of everyday life. So the government school students have better life skills than the aided school students. Government school students are better than the aided school students in their social maturity. This may be due to the fact that government school students can try to reach the expectations of the social system, parents, teachers, siblings, and peers who matter to them. It may be the reason for government school students to have better social maturity. The Pearson product-moment correlation test reveals a significant relationship between life skills and social maturity of higher secondary students. This may be due to the fact that, the Development of social maturity is necessary for the functional efficiency of the potential citizens of the country. Therefore, the life skills of the individual can affect his own life in the achievement of desirable social attitudes and behavior. The students should be encouraged to develop their life skills and also the teachers and management should give counseling to their students about the importance of life skills in their future career, this makes strides the development in a positive way.

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