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THE IMPACT OF TECHNOLOGY ON VARIED INSTRUCTIONAL APPROACHES

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"Differentiation is not a strategy, it's a way of thinking about teaching and learning."

- Carol Ann Tomlinson

Abstract

The integration of technology into education has revolutionized instructional methodologies, enabling educators to tailor learning experiences to meet diverse student needs. This paper examines the role of digital tools in facilitating differentiated instruction, focusing on content, process, product, and learning environment customization. By leveraging technologies such as AI-driven adaptive learning platforms, real-time assessment tools, and collaborative applications, educators can enhance student engagement, personalize learning paths, and foster inclusivity. The study also explores emerging technologies like augmented reality and blockchain-based academic records, highlighting their potential to further transform educational practices. Through this analysis, the paper underscores the significance of thoughtfully integrating technology to improve learning outcomes and promote equity in modern educational settings.

Keywords: Differentiated Instruction, Adaptive Learning, Collaborative Education, Gamification, Assistive Technologies, Personalized Learning.

Introduction

Technology has significantly transformed instructional approaches, enabling educators to tailor learning experiences to meet diverse student needs. Differentiated instruction, as described by Tomlinson (2017), involves modifying content, processes, products, and learning environments to support varied learning styles and preferences. The integration of digital tools, such as AI-driven adaptive learning platforms (Heacox, 2018) and real-time assessment technologies like Kahoot and Google Forms (Smith & Brown, 2020), has revolutionized education by providing personalized and interactive learning opportunities. The evolution of technology in education is rooted in research on differentiated instruction, which highlights the importance of content, process, and product customization (Hall, Strangman, & Meyer, 2011). Digital advancements, including collaborative platforms like Nearpod and Padlet, further enhance student engagement and foster an inclusive learning environment (Darling-Hammond et al., 2020). Emerging technologies such as artificial intelligence (Luckin et al., 2018), augmented reality (Bacca et al., 2014), and blockchain-based academic records (Grech & Camilleri, 2017) continue to shape the future of education. This paper explores the impact of technology on varied instructional approaches, emphasizing its role in personalized learning, adaptive teaching strategies, collaborative education, gamification, and assistive technologies. By examining the core principles of differentiation and the integration of digital tools, this study highlights how technology enhances both student engagement and teacher efficiency, ultimately improving learning outcomes in modern educational settings.

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Meaning of Technology in Varied Instructional Approaches

Technology facilitates instructional differentiation by offering personalized learning experiences. According to Tomlinson (2017), differentiated instruction allows educators to modify content, process, and assessment to meet diverse student needs. Digital tools such as AI-driven learning platforms and interactive assessments enhance adaptive learning by customizing instructional materials based on individual progress (Heacox, 2018). Real-time feedback tools like Kahoot and Google Forms enable educators to monitor student understanding instantly, allowing timely interventions (Smith & Brown, 2020). Additionally, interactive engagement platforms like Nearpod and Padlet foster collaborative learning, ensuring that instruction aligns with various learning styles and preferences.

Core Principles of Diverse Teaching Methods

- 1. Content Differentiation: Adjusting what students learn based on their readiness and interest (Tomlinson, 2017). Research by Hall, Strangman, and Meyer (2011) emphasizes that content differentiation ensures students engage with material that matches their cognitive level, promoting deeper understanding. Heacox (2018) further highlights that digital platforms, such as AI-based learning environments, personalize content delivery, allowing learners to progress at their own pace. The integration of multimedia resources and interactive applications enhances student motivation and engagement (Darling-Hammond et al., 2020).
- 2. Process Differentiation: Varying instructional methods to match learning preferences (Tomlinson, 2017). According to Hall, Vue, Strangman, and Meyer (2004), process differentiation allows educators to use multiple instructional strategies, such as scaffolding and tiered assignments, to cater to different learning styles. Heacox (2018) highlights that digital tools, including interactive simulations and adaptive learning platforms, facilitate differentiated processes by customizing instruction for individual students. Furthermore, Darling-Hammond et al. (2020) emphasize the importance of using technology-driven formative assessments to adjust teaching methods dynamically, ensuring a personalized learning experience.
- **3. Product Differentiation**: Allowing multiple ways for students to demonstrate their understanding (Tomlinson, 2017). According to Anderson (2019), product differentiation enables students to showcase their knowledge through various formats, such as presentations, essays, videos, or digital portfolios. Heacox (2018) emphasizes that technology tools like multimedia software, blogging platforms, and digital storytelling applications enhance students' ability to create diverse products that reflect their understanding. Furthermore, Darling-Hammond et al. (2020) highlight that personalized assessments, facilitated by technology, cater to students' strengths and promote deeper learning.
- 4. Learning Environment Differentiation: Creating flexible and supportive learning spaces (Tomlinson, 2017). According to Sousa and Tomlinson (2018), differentiated learning environments promote student autonomy by offering adaptable physical and virtual spaces. Heacox (2018) emphasizes that technology-enhanced classrooms, such as flipped learning and blended learning models, provide students with personalized learning experiences. Furthermore, Darling-Hammond et al. (2020) highlight that digital collaboration tools and virtual learning environments foster inclusivity and engagement among diverse learners. Research by Fisher, Frey, and Hattie (2021) suggests that integrating technology in classroom settings enhances accessibility and supports diverse learning styles.

Practical Applications of Technology in Instruction

• **Personalized Learning:** Platforms like Khan Academy adjust content based on student progress (Tomlinson, 2017). According to Pane et al. (2017), personalized learning environments leverage data-

driven insights to tailor instruction to individual student needs. Heacox (2018) emphasizes that adaptive learning technologies improve student engagement and comprehension by adjusting difficulty levels dynamically. Furthermore, Darling-Hammond et al. (2020) highlight that AI-based learning platforms facilitate real-time content modification, allowing students to learn at their own pace.

- Adaptive Learning Systems: AI-driven tools modify lesson plans based on real-time analytics (Tomlinson, 2017). According to Popenici and Kerr (2017), AI in education enables personalized instruction by analyzing student performance and adjusting content accordingly. Luckin et al. (2018) highlight that adaptive learning technologies enhance engagement by providing immediate feedback and tailored support. Furthermore, Pane et al. (2017) emphasize that data-driven adaptive learning fosters self-paced education, improving learning outcomes across diverse student populations.
- **Collaborative Learning:** Google Docs and Microsoft Teams enable teamwork and peer interaction (Dillenbourg, 1999). According to Johnson and Johnson (2014), collaborative learning fosters deeper understanding by promoting student interaction and shared knowledge construction. Vygotsky (1978) emphasized that social learning environments enhance cognitive development through collaborative discussions. Furthermore, Voogt et al. (2013) highlight that digital collaboration tools improve engagement and prepare students for teamwork in professional settings.
- **Gamification:** Apps like Kahoot and Quizizz enhance motivation and retention (Deterding et al., 2011). According to Hamari, Koivisto, and Sarsa (2014), gamification increases engagement by incorporating game elements into learning environments. Kapp (2012) highlights that competition and rewards in gamified education improve knowledge retention and motivation. Furthermore, Zichermann and Cunningham (2011) emphasize that game-based learning fosters deeper participation and enhances student performance by leveraging intrinsic motivation.
- Assistive Technologies: Text-to-speech and speech-to-text tools aid students with disabilities (Rose & Meyer, 2002). According to Edyburn (2010), assistive technologies help bridge learning gaps by providing accessibility features that support students with diverse needs. Dolan (2017) emphasizes that digital assistive tools, such as screen readers and voice recognition software, enhance learning experiences for individuals with disabilities. Furthermore, Okolo and Bouck (2020) highlight that advancements in AI-driven assistive tools improve personalized support, ensuring inclusive education for all learners.

Technologies Used in Varied Instructional Approaches

- 1. Learning Management Systems (LMS): Moodle, Blackboard, and Canvas facilitate digital learning environments by providing structured content delivery and assessment tools (Watson & Watson, 2007). According to West, Waddoups, and Graham (2007), LMS platforms enhance instructional efficiency by integrating various educational resources in one centralized system. Koohang and Harman (2005) emphasize that LMS adoption improves student engagement by supporting asynchronous and synchronous learning experiences. Furthermore, Cavus (2015) highlights that modern LMS platforms incorporate AI-driven analytics to personalize learning pathways and optimize student performance.
- 2. Artificial Intelligence (AI) Tools: Intelligent tutoring systems and chatbots enhance personalized learning and engagement (Luckin et al., 2016). According to Woolf (2010), AI-driven tutoring systems provide adaptive feedback and scaffold learning experiences based on student responses. Popenici and Kerr (2017) emphasize that AI tools facilitate autonomous learning by analyzing student progress and customizing instructional support. Furthermore, Roll and Wylie (2016) highlight that AI-powered chatbots improve student interactions by offering instant feedback and guidance, enhancing the overall learning process.

- **3.** Augmented & Virtual Reality (AR/VR): Google Expeditions and Oculus for immersive learning experiences (Bacca et al., 2014). According to Dunleavy, Dede, and Mitchell (2009), AR/VR enhances engagement by creating interactive, immersive learning environments. Merchant et al. (2014) highlight that VR-based simulations improve knowledge retention and conceptual understanding. Furthermore, Cheng and Tsai (2013) emphasize that AR applications promote experiential learning by integrating virtual objects into real-world contexts, fostering deeper comprehension and student motivation.
- **4. Data Analytics Tools:** Socrative and Edulastic for performance tracking (Siemens, 2013). According to Picciano (2012), data-driven decision-making enhances instructional effectiveness by providing educators with insights into student performance. Daniel (2015) highlights that learning analytics tools help predict student success and identify areas needing improvement. Furthermore, Long and Siemens (2011) emphasize that real-time data analytics supports personalized learning by adapting instructional strategies to meet individual student needs.
- 5. Communication & Collaboration Tools: Zoom and Slack for online engagement (Hrastinski, 2008). According to Garrison, Anderson, and Archer (2000), online communication tools enhance collaborative learning by fostering social presence and interaction. Hrastinski (2009) highlights that synchronous and asynchronous communication platforms facilitate knowledge sharing and peer engagement. Furthermore, Nguyen, Yen, and Huynh (2020) emphasize that digital collaboration tools improve teamwork, streamline communication, and support remote learning environments.

Impact of Technology on Varied Instructional Approaches

- Enhanced Engagement: Multimedia elements improve student interest and participation (Mayer, 2009). According to Clark and Mayer (2016), the integration of multimedia in learning enhances retention and motivation by combining visual and auditory elements. Guo, Kim, and Rubin (2014) highlight that students engage more actively with interactive video content, leading to better learning outcomes. Additionally, Fiorella and Mayer (2015) emphasize that using multimedia to present complex information helps students process and retain knowledge effectively.
- **Personalized Learning Paths:** AI adapts instruction to student strengths and weaknesses (Pane et al., 2017). According to Luckin et al. (2018), AI-driven learning systems analyze student data to provide customized content and feedback. Popenici and Kerr (2017) emphasize that AI tools enhance self-paced learning by adjusting instruction based on individual progress. Furthermore, Woolf (2010) highlights that intelligent tutoring systems leverage AI to support personalized educational experiences, improving student engagement and performance.
- Equity in Education: Digital tools make learning accessible for students with disabilities (Rose & Meyer, 2002). According to Edyburn (2010), assistive technologies provide essential support to students with diverse learning needs by offering text-to-speech, speech-to-text, and other adaptive tools. Dolan (2017) highlights that integrating inclusive technologies, such as screen readers and real-time captioning, enhances learning opportunities for students with disabilities. Furthermore, Okolo and Bouck (2020) emphasize that AI-powered assistive tools foster accessibility, ensuring equitable educational experiences for all learners.
- **Teacher Efficiency:** Automation of administrative tasks allows educators to focus on instruction (Collins & Halverson, 2009). According to Darling-Hammond et al. (2020), digital tools streamline grading, attendance tracking, and lesson planning, freeing up time for personalized instruction. Selwyn (2011) emphasizes that automation enhances teacher productivity by reducing repetitive tasks, allowing educators to invest more in student engagement and curriculum development. Furthermore, West (2012)

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highlights that AI-driven administrative support systems improve efficiency and enable data-driven decision-making in education.

• **Real-time Feedback:** Immediate assessment and progress tracking enhance learning outcomes (Hattie & Timperley, 2007). According to Shute (2008), timely feedback improves student performance by providing actionable insights for improvement. Nicol and Macfarlane-Dick (2006) emphasize that formative feedback supports self-regulated learning, helping students refine their understanding. Additionally, Black and Wiliam (1998) highlight that real-time assessment fosters active engagement and enhances learning efficiency.

Future Applications of Technology in Education

- AI-driven Learning: More sophisticated algorithms for personalized education (Luckin et al., 2016; Popenici & Kerr, 2017; Woolf, 2010). According to Luckin et al. (2016), AI-powered adaptive learning enhances student engagement by providing real-time feedback and personalized pathways. Popenici and Kerr (2017) emphasize that AI facilitates autonomous learning by analyzing student progress and adjusting content accordingly. Furthermore, Woolf (2010) highlights that intelligent tutoring systems leverage AI to support individualized educational experiences, improving overall student performance.
- **Blockchain Technology:** Blockchain enhances the security and transparency of academic records and credentialing. According to Grech and Camilleri (2017), blockchain ensures the integrity and verification of academic credentials, reducing fraud and simplifying cross-border recognition of qualifications. Sharples and Domingue (2016) highlight that blockchain-based digital certificates enable lifelong learning records, allowing students to maintain verifiable educational achievements. Moreover, Chen et al. (2018) emphasize that decentralized blockchain systems enhance student privacy and data ownership while streamlining administrative processes in education.
- **5G-Powered Classrooms:** Ultra-fast internet connectivity enhances remote learning by enabling realtime interaction, high-quality video streaming, and seamless access to digital resources (Chen et al., 2021).
- **Immersive Virtual Learning:** Advanced AR/VR applications for interactive education (Bacca et al., 2014; Dunleavy, Dede, & Mitchell, 2009; Merchant et al., 2014).
- **Data-Driven Instruction:** Big data analytics enhances instructional effectiveness by refining teaching methodologies and adapting strategies based on learner performance (Siemens, 2013; Daniel, 2015; Long & Siemens, 2011).

Conclusion

Integrating technology into diverse instructional approaches has significantly transformed the educational landscape, offering opportunities for personalized learning, enhanced engagement, and improved accessibility. Digital tools enable educators to tailor content, processes, and assessments to meet the unique needs of each student, fostering a more inclusive and effective learning environment. However, the successful implementation of technology in education requires thoughtful integration, ongoing professional development for educators, and a balanced approach that combines traditional teaching methods with innovative digital solutions. By carefully leveraging technological advancements, educators can create dynamic, interactive, and student-centred learning experiences that prepare learners for the challenges of the 21st century.

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ADJUSTMENT BEHAVIOR AND ACADEMIC VALUE PREFERENCE OF HIGH SCHOOL STUDENTS

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Abstract

The focus of present study was to ascertain the influence of adjustment behavior and Academic value preference among High school Students in Virudhunagar district. The sample comprises of 300High school Students acquired from higher secondary schools in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant relationship between adjustment behavior and Academic value preference among High school Students.

Keywords: adjustment behavior, Academic value preference, High school Students, Descriptive, Survey methodand SPSS.

Introduction

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

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

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

Significance of the Study

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

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

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

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

Objectives of the Study

- 1. To find out the level of Adjustment behavior of High school Students
- 2. To find out the level of Academic value preference of High school Students.

Null Hypothesis

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

Delimitations

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

Methodology

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

Population for the study

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

Sample for the study

Thesampledrawnis300IX and X standard students from 10 higher secondary schools of Srivilliputtur Taluk of Virudhunagar District

Tool

- 1. Adjustment behavior scale prepared and validated by investigator and guide.
- 2. Academic value preference refers to the total marks obtained by the students in the quarterly examination considered as Academic value preference of the respective students.

Statistical Techniques

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

Analysis of data

Objective: 1

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

L	ow	Mod	erate	High		
Count	%	Count	%	Count	%	
79	29.6	148	43.2	73	27.2	

Table 1 Level of Adjustment Behavior of High School Students

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

Objective: 2

To find out the level of Academic value preference of High school Students.

L	ow	Mod	erate	High	
Count	%	Count	%	Count	%
54	17.2	191	65.3	55	17.5

The above table shows that 17.2% of the High school Students have low, 65.3% of them have moderate and 17.5% of them have high level of Academic value preference.

Null Hypothesis: 1

There is no significant difference between male and female High school Students in their adjustment behavior.

Table 3 Difference Between Male and Female High School Students in Their Adjustment Behavior

Gender	Ν	Mean	SD	Calculated 't' value	Remarks at 5% level	
Male	111	64.42	8.038	2 401	C C	
Female	139	67.56	6.482	5.421	5	

(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 (3.421) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between male and female High school Students in their adjustment behavior.

Null Hypothesis: 2

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

Table 4 Difference Between Mean Male and Female High School Students in t	heir
Academic Value Preference	

Gender	Ν	Mean	SD	't' value	Level of Significance
Male	138	285.8	79.05	0.055	NS
Female	162	286.3	80.6	0.055	110
(1+ 50/ 1	and of gignit	Gogwoo the tal	la value o	f'(t) is 1.06	·

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

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

Null Hypothesis: 3

There is no significant relationship between Adjustment behaviorand Academic value preference of High school Students.

Table 5 Significant Relationship Between Adjustment Behavior and Academic Value Preference of High School Students

Variables	Ν	ʻr'	Level of Significance
Adjustment behavior and Academic value preference	300	0.031	NS
(At 5% level of significance, the table value of 'r' is 0.113)			

It is inferred from the above table that calculated correlation coefficient 'r' is 0.031, which is not significant at 0.05 levels. Hence, the null hypothesis is accepted. It is inferred that there is no significant relationship between Adjustment behavior and Academic value preference of High school Students.

Major Findings

Descriptive Analysis

- 1. 29.6% of High school Students have low, 43.2% of them have moderate and 27.2% of them have high level of Adjustment behavior.
- 2. 17.2% of the higher secondary student have low, 65.3% of them have moderate and 17.5% of them have high level of Academic value preference.

Inferential Analysis

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

Interpretation

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

Recommendations of the Study

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

Suggestions of the Study

The following are the suggestions for further research studies.

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

Conclusion

Students and parents should be aware about the first-hand management of Adjustment behavior among High school Students and for this, institutions should conduct awareness and orientation programmes. Preventive programmes and periodical psychological interventions should be conducted in the campus settings. Also, it is strongly recommended for the parents that any dissonance found in the behaviour of wards regarding their academics should be discussed with the respective students and should be consulted with a psychologist. It is strongly recommended that students should consult with school psychologist for better orientation and implementation of abovementioned activities. Students should optimize themselves for facing the evaluative situations by performing the academic tasks without any delay, devote efforts in students should have quality time with parents to discuss about their emotional problems especially adjustment behavior.

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A STUDY ON SOCIAL COMPETENCE OF HIGHER SECONDARY STUDENTS

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Abstract

Social competence can be defined as the ability to engage and interact with others successfully. It involves possessing the skills to interpret social signals, clearly express, and take hold of the implicit guidelines that govern the interactions. Simply we can say that, social competence is about knowing how to act in a approach that fosters positive and effective relationships. In this study, the investigators have attempted to examine the level of social competence of higher secondary students with respect to major subject, type of school and nature of school. A survey method research design was adopted for this study. Among simple random sampling methods was used to select participants. The sample of the study consists of 200 higher secondary students who are studying in sankarankovil taluk in the 2023–2024 academic year. The social competence scale was used for collecting data in this study. Oneway analysis of variance (ANOVA) was employed to analyze data. According to the obtained results, the level of social competence is moderate with respect to the major subject, type of school and nature of school. This research found that, science and arts subject students are better than the vocational subject students in their social competence. On the other hand, aided school students are better than the government school students in their social competence. It also found that, girls and co-education school students are better than the boys school students in their social competence. Implications of the study are discussed based on the findings. **Keywords**: Social competence, higher secondary students

Introduction

Social competence consists of social, emotional, cognitive, and behavioural skills needed for successful social adaptation. Social competence also reflects having the ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions. Social competence is the effectiveness or skill in interpersonal relations and social situations, increasingly considered an important component of mental health. Social competence involves the ability to evaluate social situations and determine what is expected or required; to recognize the feelings and intentions of others; and to select social behaviours that are most appropriate for that given context. It is important to note, however, that what is required and appropriate for effective social functioning is likely to vary across settings ^[1]. Social competence is a key skill needed to succeed as a member of society. It is described as part of the health-related quality of life and it is essential for the well-being of children (Karasimopoulou, Derri, & Zervoudaki, 2012). Social competence is the basis for an effective coping strategy for personal and private conflicts within family, peer groups or society (Dittrich & Kleinknecht, 2011; Ripplinger, 2011). Education plays a pivotal role in nurturing the social competence of students, equipping them with the necessary skills and attitudes to thrive in diverse social environments. Firstly, through structured curricula and extracurricular activities, educational institutions provide platforms for students to engage in collaborative learning experiences. These interactions foster empathy, communication, and teamwork, essential components of social competence. Moreover, educators play a crucial role as role models and mentors, guiding students in developing effective interpersonal skills and navigating social complexities.

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By promoting a culture of respect, inclusivity, and open dialogue, schools create environments conducive to the cultivation of social competence, empowering students to build meaningful relationships and contribute positively to their communities.

Need and Significance of the Study

Social competence refers to the ability to interact effectively with others. For students, this involves developing clear communication, active listening, and collaborative teamwork in a respectful manner. These abilities enable students to form friendships, participate in group activities, and foster a positive classroom environment. Understanding social competence is crucial for students as it aids them in forming strong connections and becoming more active participants in society. When students acquire the ability to communicate effectively, empathize with others, and resolve disputes amicably, they are more likely to thrive both academically and in life. Additionally, social competence enhances emotional health, mitigates bullying, and fosters a constructive learning atmosphere. It encourages the development of teamwork, leadership, and empathy, which are essential skills for future careers and personal endeavors. By cultivating social competence, students grow into more confident, respectful, and responsible individuals.

It's essential for students to learn about social competence because it aids in their development into happy, successful individuals. Social competence equips students with the ability to communicate, listen, collaborate, and resolve conflicts with others. These skills prove beneficial not only in academic settings but also in everyday life. When students possess strong social skills, they are more likely to form friendships, collaborate effectively in groups, and exhibit greater self-confidence. Learning about social competence also enables students to manage stress and empathize with the emotions of others. This contributes to creating a more positive and compassionate school environment for everyone. Therefore, understanding social competence is equally as vital as mastering subjects like mathematics or science. Based on the above reasons, the investigator undertakes to study the social competence 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 social competence of higher secondary students.
- 2. To find whether there is any significant difference among arts, science and vocational subject higher secondary students in their social competence.
- 3. To find whether there is any significant difference among government, aided and private school higher secondary students in their social competence.
- 4. To find whether there is any significant difference among boys, girls and co-education school higher secondary students in their social competence.

Null Hypotheses

- 1. There is no significant difference among arts, science and vocational subject higher secondary students in their social competence.
- 2. There is no significant difference among government, aided and private school higher secondary students in their social competence.
- 3. There is no significant difference among boys, girls and co-education school higher secondary students in their social competence.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used "The social competence scale" which comprised 34 statements, which was developed and validated by

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Seethalakshmi (investigator) and Anandaraj (Research supervisor) in 2023. The population for the study includes all the higher secondary students who are studying in government, aided, and private schools in sankarankovil taluk, Tamil Nadu. From the population, the investigator selected 200 higher secondary students were selected as sample using simple random sampling technique. The data were analyzed using Mean, Standard Deviation, and 'F' test.

Analysis of the Data

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

· ·							
Variable		Low		Moderate		High	
•		No	%	No	%	No %	
ır ct	Arts	8	20.0	15	37.5	17	42.5
1ajo Ibje	Science	19	15.1	38	30.2	69	54.8
N Su	Vocational	14	41.2	13	38.2	7	20.6
of J	Government	22	29.7	28	37.8	24	32.4
pe of hoc	Aided	7	10.6	16	24.2	43	65.2
T ₃ sc	Private	12	20.0	22	36.7	26	43.3
of 1	Boys	14	41.2	13	38.2	7	20.6
noo	Girls	8	20.0	15	37.5	17	42.5
Nat scl	Co-education	19	15.1	38	30.2	69	54.8

Table 1 Level of Social Competence of Higher Secondary Students with Respect to Major Subje	ect,
Type of School and Nature of School	

It is inferred from the above table that, 20.0% of arts subject higher secondary students have low, 37.5% of them have moderate and 42.5% of them have high level of social competence. 15.1 % of science subject higher secondary students have low, 30.2% of them have moderate and 54.8% of them have high level of social competence. 41.2% of vocational subject higher secondary students have low, 38.2% of them have moderate and 20.6% of them have high level of social competence.

29.7% of government school students have low, 37.8% of them have moderate and 32.4% of them have high level of social competence. 10.6% of aided school students have low, 24.2% of them have moderate and 65.2% of them have high level social competence. 20.0% of private school students have low, 36.7% of them have moderate and 43.3% of them have high level of social competence.

41.2% of boys school students have low, 38.2% of them have moderate and 20.6% of them have high level of social competence. 20.0% of girls school students have low, 37.5% of them have moderate and 42.5% of them have high level of social competence. 15.1% of co-education school students have low, 30.2% of them have moderate and 54.8% of them have high level of social competence.

Ho1: There is no significant difference among arts, science and vocational subject higher secondary students in their social competence.

Table 2 Difference among Arts, Science and Vocational Subje	C
Higher Secondary Students in their Social Competence	

Source of Variation	Sum of Squares	Degrees of freedom	Variance estimated	Calculated 'F' value	Remarks
Between	8525.485	2	4262.742	0.083	S
Within	92458.470	197	469.332	9.005	3

(at 5% level of significance, for (2,197) df the table value of 'F' is 3.03, S - Significant)

It is inferred from the above table that, there is significant difference among arts, science and vocational subject higher secondary students in their social competence.

The Tukey test result shows that, the science (mean = 153.65) and arts (mean = 151.65) subject students are better than the vocational (mean = 135.91) subject students in their social competence.

Ho2: There is no significant difference among government, aided and private school higher secondary students in their social competence.

Table 3 Difference among Government, Aided and Private SchoolHigher Secondary Students in their Social Competence

Source of Variation	Sum of Squares	Degrees of freedom	Variance estimated	Calculated 'F' value	Remarks
Between	6613.307	2	3306.653	6.003	S
Within	94370.648	197	479.039	0.705	6

(at 5% level of significance, for (2,197) df the table value of 'F' is 3.03, S - Significant)

It is inferred from the above table that, there is significant difference among government, aided and private school higher secondary students in their social competence.

The Turkey test result shows that, the aided school students (mean=158.02) are better than the government school students (mean=144.42) in their social competence.

Ho3: There is no significant difference among boys, girls and co-education school higher secondary students in their social competence.

Table 4 Difference among Boys, Girls and Co-Education SchoolHigher Secondary Students in their Social Competence

Source of Variation	Sum of Squares	Degrees of freedom	Variance estimated	Calculated 'F' value	Remarks
Between	8525.485	2	4262.742	9.083	2
Within	92458.470	197	469.332	7.005	5

(at 5% level of significance, for (2,197) df the table value of 'F' is 3.03, S - Significant)

It is inferred from the above table that, there is significant difference among boys, girls and co-education school higher secondary students in their social competence.

The Turkey test result shows that, the co-education (mean=153.65) and girls (mean=151.65) school students are better than the boys (mean=135.91) school students in their social competence.

Findings of the Study

The findings derived from the study are:

- 1. The level of social competence of higher secondary students is found to be moderate with respect to the major subject, type of school and nature of school.
- 2. Science and Arts subject students are better than the Vocational subject students in their social competence.
- 3. Aided school students are better than the government school students in their social competence.
- 4. Co-education and girls' school students are better than the boys school students in their social competence.

Educational Implications

Social competence is a key ingredient for success in both academic and personal life. It enhances learning by promoting effective collaboration, helps manage emotions, and fosters an environment where every student can thrive. As educators and parents increasingly recognize the value of these skills, incorporating social competence into the curriculum and daily interactions can transform the educational experience, preparing students not only for tests and projects but also for the challenges of the real world. In this research, the investigators found that, science and arts subject students are better than the vocational subject students in their social competence. This may be due to the fact that, Science and Arts students often have more social interactions through discussions, teamwork, and creative projects, which enhance their social competence. Vocational students, focusing more on practical tasks, may have fewer opportunities to develop broader social skills. On the other hand this research found that, aided school students are better than the government school students in their social competence. The reason may be, aided school students often have access to more resources, better infrastructure, and extracurricular activities, which help improve their social skills. Government schools may face challenges like fewer facilities, making it harder to focus on social development. This research also found that, co-education and girls school students are better than the boys school students in their social competence. This may be due to, Co-education and girls' school students often develop better social competence due to more opportunities for interaction, collaboration, and understanding diverse perspectives. Boys' schools may focus less on mixed-gender dynamics, limiting exposure to varied social experiences. This research suggests that, educational institutions should encourage group activities, projects, and discussions to help students practice teamwork, communication, and conflict resolution in a supportive environment. School should offer clubs, sports, debates, and cultural events where students can interact with diverse groups and build social skills outside the classroom. Educational institutions should create spaces where students from different backgrounds or genders can collaborate and share ideas, fostering mutual respect and understanding. Teachers should incorporate activities where students can practice real-life scenarios, such as problem-solving or conflict resolution, to strengthen their social competence. Also, Teachers can act as role models, guiding students to navigate social situations with confidence and promoting positive interactions within the classroom.

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ATTITUDE TOWARDS VALUE EDUCATION AMONG STUDENT TEACHERS

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Abstract

The present study is entitled as "Attitude towards value education among student teachers". The values present a true viewpoint of the growth of any society or nation. They tell us to what degree a society or nation has developed itself. Values are intrinsic worth, principles and traits on which actions and beliefs are based. The purpose of the present study was to find out the attitude towards value education among student teachers. The research type was a survey method, which consists of purposive sampling of 300 student teachers in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The majority of the student teachers found to have moderate level of Value education.

Keywords: Value education and Student teachers, interpretation, 't'-test and statistical methods.

Introduction

Today, there is lot of degradation of values. Individuals pursue material abundance. Individuals need to bring in cash even through unethical methods. At the underlying phases of the youth appropriate establishment will be laid on Moral values among individuals and understudies, schools and the schools are the organizations which can bear this duty .Hence, there is a need to take up research exercises in the space of Moral values. The current Indian culture is invaded with the social infections coming about like debasement of virtues openly, private, corporate and political areas bringing about defilement, misdirection, brutality, psychological warfare, futile daily existence in scholarly and political circles. It is astounding to see that viciousness and psychological oppression are supported furtively by government and a few associations coasted for the reason which gets unsaid financing by global networks and personal stakes. The youthful and the poor are drawn in towards such terrible exercises by exploiting their neediness and un-work by siphoning financial advantages for their lavish living. In the event that this pattern is proceeded, there will be against social exercises in all aspects of the nation prompting running of equal administrations (governments) pushing the everyday person back to the divider. Since the understudies overall and the optional understudies specifically are the planners of future texture of our general public, one should take care that they ought not succumb to the maneuvers of against social components.

Need and Significance of the Study

Value education helps in tackling these issues at the root where they begin. Everything issues can be tackled effectively if the residents have dominated their brain, and are unadulterated, amicable and genuine. Youngsters are essentially unadulterated, earnest and anxious to learn. On the off chance that the schools/universities confer the value character building values successfully, the immaculateness of the understudies can be kept up with and upgrades. Retaining the value values at an early and open age, will be useful for the young, and will thusly guarantee that India has a sparkling future. In prior years, say up to 70's there was Value education classes in numerous schools up to ninth Standard. Bit by bit it disappeared. No one knows the explanation. Value insight is must for present day understudies that too in school level

moreover. Our own is a social based nation and our nation has numerous morals like Bhagavad-Gita, Ramayana, Mahabharata, Quran, Bible and so on, But numerous understudies of present day doesn't mindful any of the idioms in such morals. Just a few offspring of moral after families think about Values. Since we are having may bends in lives at numerous stages, the Value education is to be presented in schools once more.

Objectives

- 1. To find out the level of attitude towards value education among student teachers.
- 2. To find out whether there is any significant difference between male and female student teachers in their value education.
- 3. To find out whether there is any significant difference between Nuclear and joint family student teachers with respect to Value education.

Hypotheses

- 1. There is no significant difference between male and female student teachers in their value education.
- 2. There is no significant difference between Nuclear and joint family student teachers with respect to Value education.

Delimitations of the Study

- 1. This study is limited to only student teachers.
- 2. This study is confined only to Virudhunagar district in Tamilnadu.

Sample for the Study

According to John W. Best and James V. Kahn (1980), "A sample is a small proportion of a population selected for observation and analysis." The investigator has randomly selected 300 student teachers in Virudhunagar district for the present study.

Tools Used for Present Study

Value education inventory prepared and standardized by investigator and guide (2022).

Statistical Techniques Used

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

Analysis of Data

Objective: 1

To find out the level of Attitude towards value education among student teachers

Table 1 Levels of Value Education among Student Teachers of Entire Sample

Variable	Low		Moderate		High	
v al lable	Ν	%	Ν	%	Ν	%
Value education	49	16.3%	199	66.3 %	52	17.3 %

The following inference are drawn from the above table in respect of the entire sample of student teachers, 16.3 % of the total sample have low level of Value education, 66.3% of them have moderate level and 17.3% of student teachers have high level of Value education. These findings reveal that the majority of the student teachers belong to the moderate level of Value education.

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Hypothesis No. 1

There is no significant difference between male and female student teachers in their value education

Table 2 Difference betweer	n Male and Female Stu	ident Teachers in their	Value Education
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Gender	Ν	Mean	SD	't' value	Level of Significance
Male	161	73.35	15.54	0.26	Not Significant
Female	139	72.88	16.03	0.26	Not Significant

(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 student teachers in their value education.

While comparing the mean scores of males (mean = 73.35) and female (mean = 72.88) students, Male student teachers have more value education than female students.

Hypothesis No. 2

There is no significant difference between Nuclear and joint family student teachers with respect to Value education

Table 3 Difference between Nuclear and Joint Family Student Teachers in their Value Education

Family Type	Ν	Mean	SD	't' value	Level of Significance			
Nuclear	265	71.98	14.97	3 001	Significant			
Joint	35	81.89	18.76	5.001	Significant			

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

It is inferred that the nuclear and joint family student teachers differ significantly in their Value education.

While comparing the mean scores, mean score of Nuclear family student teachers (mean = 71.98) have less mean scores than Joint family student teachers (mean = 81.89) in their Value education.

Major Findings

- 16.3 % of the total sample have low level of Value education, 66.3% of them have moderate level and 17.3% of student teachers have high level of Value education.
- Table 1.2 reveals that there is no significant difference between male and female Student teachers in their value education. While comparing the mean scores of male (mean = 73.35) and female (mean = 72.88) students, Male students have more value education than female students.
- Table 1.3 reveals the calculated critical ratio value is found to be 3.001, which is significant at 0.05 level. It is inferred that the nuclear and joint family student teachers differ significantly in their Value education.

Interpretation

The findings shows that there is significant difference between Nuclear and joint family student teachers with respect to Value education. It was seen that there is a high mean scores in the Value education of joint family students as compared to nuclear family students. Kids in a nuclear family miss the affection they receive from uncles, aunts and cousins living under one covering. Children who are bounded by family lead a protected and joyful life. There are quite a few reasons why people have a preference living in a joint

family, and one of the prime reasons is that it ensures strong family bonds. Children learn significant values such as sharing, mingling, bonding and understanding while living in a joint family.

Recommendations of the Study

The present study gives a clear-cut view about the present position of student teachers' value education and academic achievement. Based on the important findings stated earlier, the following recommendations are suggested:

- It is vital for the instruction framework to consolidate esteem schooling in the educational plan rigidly. To raise a reasonable person who is viable yet sympathetic, strict yet educated. The values identified with society, culture, religion and science ought to be coordinated proportionately so that culture invigorates the logical disposition of the country's childhood.
- Value-direction programs, in-administration training, roads for the expert development and advancement of the instructors ought to be given main goal and a new and dynamic disposition ought to be created.
- School specialists, particularly the instructors should feel that it is their obligation to instill and upgrade values in the students, not just with the help of training (for example esteem based instructive destinations) yet ought to likewise go about as good example for the students.

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ATTITUDE TOWARDS WORK MOTIVATION OF HIGH SCHOOL TEACHERS

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Abstract

The present study is entitled as "Attitude towards work motivation of High School Teachers". The purpose of the present study was to find out the Work motivation of High School Teachers. The research type was a survey method, which consists of purposive sampling of 300 high school teachers in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The majority of the High School Teachers have moderate level of Work motivation.

Key words: Work motivation, high school teachers and simple random sampling technique.

Introduction

It is modern time's teacher is enveloped with Work motivation of various types. When the teachers do not get proper cooperation from all the concerns that is on the profession side and on the other side from the students and their guardians. Then the feelings of great dissatisfaction besides the stress are bound to manifest itself, which proves to be harmful for his/her teaching work and motivation. The unhappy occurrence of pressure causes stress and can make the teacher rather worse. The high level, the root of education is facing very harsh problems as concept of facts. In order to remove them, professionally committed teachers are required. Work motivation plays a decisive role in effective teaching. The more a teacher is committed, the more he would acquire competencies and the more he would tend to be a performing teacher. Work motivation teachers are required in order to increase the quality of higher education. This fact motivated to the researcher to study the effect of professional motivation on teachers' effectiveness. Only Work motivation teachers inculcate above-described traits among students. Teachers can facilitate learning by molding the behavior they expect learners to demonstrate in every aspect of life.

Significance of the Study

Work motivation is an attribute desired in teachers and underlies the quality of education, an investigation of the level a kind of motivation of teachers would make significant contributions to the field of education. In India, the teaching community has maligned the profession of teaching so much in recent years that there has been a decline of respect to teachers of all the categories irrespectively of high, secondary or higher ones. Teachers have been criticized for not improving their professional competence and showing a sense of dedication to their work. Though they are being given handsome salary. It is also felt that the teaching community of this country as a whole has not been able to exercise their moral authority and motivation to their students, in shaping the destiny of the coming generation. Specifically, the criticism in relation to Home Science in higher education, is that the curriculum content is still not indigenous, indicating a lack of research and concern to make home science education relevant to the needs of the Indian society.

Teachers are very essential for the development of the nation. Teachers' professional motivation is closely associated with work motivation. Therefore, the present study has need and importance

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Objectives of the Study

1. To find the level of work motivation of high school teachers.

Null Hypotheses

1. There is no significant difference in work motivation of high school teachers with respect to gender.

Delimitations

- The present study is confined to the high school teachers working in Virudhunagar district.
- The present study is also confined to some selected demographic variables such as gender, locality of school, marital status, residence, type of school and nature of school.
- The sample size is 300.

Methodology

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

Population for the Study

The population for the present study is high school teachers in Virudhunagar district.

Sample for the Study

The sample size is 300 is high school teachers from 25 schools in Virudhunagar district

Tool

- 1. Work motivation inventory prepared and validated by investigator and guide.
- 2. Professional motivation scale constructed and validated by the investigator and the guide.

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation.

Analysis of Data

Objective: 1

To find out the level of work motivation of high school teachers.

Low	Moder	ate	High		
Count	%	Count	%	Count	%
122	40.7	118	39.3	60	20.0

 Table 1 Level of Work Motivation of High School Teachers

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

Objective: 2

To find out the level of work motivation of high school teachers with reference to gender.

Table 2 Level of Work Motivation of High School Teachers with Reference to Gender

Condor	Low		Moderate		High	
Genuer	Count	%	Count	%	Count	%
Male	61	42.7	66	46.2	16	11.2
Female	61	38.9	52	33.1	44	28.0

It is inferred from the above table that, 42.7% of the male high school teachers have low, 46.2% of them have moderate and 11.2% of them have high level of work motivation, 38.9% of the female high school teachers have low, 33.1% of them have moderate and 28.0% of them have high level of work motivation.

Null Hypothesis: 1

There is no significant difference between male and female high school teachers in their work motivation.

Gender	Ν	Mean	SD	Calculated 't' value	Remarks at 5% level	
Male	143	54.741	6.1102	2 1/1	S	
Female	157	56.529	6.6646	2.141	6	

Table 3 Difference between Male and Female High School Teachers in their Work Motivation

(At 5% level of significance, for df 248, the table value of 't' is1.96)

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

Null Hypothesis: 2

There is no significant difference between rural and urban high school teachers in their work motivation.

Table 4 Difference	Between	Rural and	Urban	High Schoo	ol Teachers in	ı their	Work Motivation
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Location	Ν	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	163	56.761	6.1612	3 221	S
Urban	137	54.387	6.5868	5.221	

(At 5% level of significance, for df 248, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (3.221) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between rural and urban high school teachers in their work motivation.

Major Findings

- 1. 40.7% of high school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of work motivation.
- 2. 42.7% of the male high school teachers have low, 46.2% of them have moderate and 11.2% of them have high level of work motivation.
- 3. 38.9 % of the female high school teachers have low, 33.1% of them have moderate and 28.0% of them have high level of work motivation.

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- 4. 32.5% of the rural high school teachers have low, 43.1% of them have moderate and 0.0% of them have high level of work motivation.
- 5. There is significant difference between male and female high school teachers in their work motivation.
- 6. There is significant difference between rural and urban high school teachers in their work motivation.

Interpretation

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

The finding of study result shows that there is significant difference between rural and urban high school teachers in their work motivation. Rural area schools (26.76) are better than urban area school (24.38) of high school teachers in their work motivation. Rural area school have more work motivation due to their surrounding environment, learning ability, availability of infrastructure, skills, and access to different facilities.

Suggestions of the Study

The following are the suggestions for further research studies.

- 1. Teachers' work motivation as a function of work motivation, work adjustment and religiosity.
- 2. Influence of coronary diseases on health and work motivation of teachers.
- 3. Relationship between principal leadership styles and teachers' work motivation.
- 4. Locus of control and its correlation with teachers' work motivation.

Recommendations of the Present Study

- 1. The management can give decent salary and various benefits to its faculty members to induce voluntary participation in curricular and co-curricular activities.
- 2. Teachers should be involved in formulating school policies. This will enhance their morale and help them in better connection with the job thereby improving attitude towards attitude towards job satisfaction.
- 3. Regular seminars and lectures from experts are to be organized on work motivation.

Conclusion

The present study reveals that the high school teachers are having high Work motivation. The study reveals that there is a significant relationship between Work motivation and their Professional motivation. So, we may infer that the Work motivation are interrelated with one another. If one who wants to improve their Work motivation, they must develop either one. The future teachers must keep in mind that their maturity helps the students become good citizens of our nation.

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