Vol. 12 No. 2 October 2026 ISSN: 2454-4531

AKCE QUEST

A Journal on Educational Research

Peer – Reviewed Quarterly Journal

ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

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

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ANXIETY OF ENGLISH AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract
The present study is entitled as "Anxiety of English and Academic achievement of higher secondary school students". The values present an everyone of us may be found to have varying capacitates and abilities with regard to one's dealing with emotions. The purpose of the present study was to find out the Anxiety of English and Academic achievement of higher secondary school students. The research type was a survey method, which consists of purposive sampling of 300 higher secondary school students in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The findings reveal that there is a significant difference between male and female higher secondary school students in their Anxiety of English and academic achievement.
Keywords: *Anxiety of English, Academic Achievement, Higher Secondary School Students, Descriptive, Survey Method and SPSS.*

Introduction

The purpose of education is for the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. It has moved beyond just cognitive development towards non-cognitive, as well as cognitive development. Earlier general and conventional intelligence was focused but due to the birth of concept anxiety of English, it is thought that total personality development of an individual symbolizes the integration of conventional intelligence and anxiety of English. Anxiety of English is talking about empathy and relationships. It's more important than intelligence. It is of an affective type, and requires skills such as interpersonal and intrapersonal skills. Anxiety of English was introduced by Mayer and Salovey, and gained international recognition with Daniel Goleman. It is the ability to identify our own and others' emotions for the purpose of motivating self and of managing emotions effectively in self and others. At this very moment, there is a tendency to see schools as living wholes – developing and creating, and in which all parts of the on-screen characters, their activities, and their insight are interrelated and interconnected to the surrounding context. In addition to other things, in drawing a parallel with the working of living organisms, they stress interior correspondence and specifically the effect of day-by-day negotiations between the on- screen characters concerning available resources of running the school. They contend that just a far more noteworthy collaboration between every one of the on-screen characters can prompt genuine improvement of school performances. They also watch the school as a place where they develop an understanding of part of their social behavior from these trades. However they hold back before indicating the requirement for an increasingly deliberate way to deal with certain skills identified with understanding emotions in one and in one's relationships with others.

Significance of the Study

Language is an integral part of learning. No matter what the subject area, students assimilate new concepts largely through language that is when they listen to and talk, read and write about what they are learning and relate this to what they already know. For several reasons English has been accepted as an international language all over the world. In today's job market, communication competency is so important. Academic excellence of an individual greatly depends on competence in communication of ideas and thoughts both oral and written. Though teaching is an effective communication involves an interaction in which information, ideas, knowledge, skills and feelings are shared to one another aiming to make a change in behaviour through spoken, written or non-verbal language. Effective teaching ist the result of oral delivery of content in this context, no one can deny. The centrality of oral communication in the classroom is at the core of teaching and learning. The English language, as the world's lingua franca, is not only the medium of communication, but also the medium of learning, today. Obviously, one will be able to communicate orally in the target language. The teachers are important change agents in classroom. It is the view of the Kothari Commission (1964-68) that the role of a teacher is an important one in the educational system and that teacher's personal effectiveness, technical competence, managerial experience etc. are important to his effective performance. For this, teachers have to set up the effective oral communication competency in English. Then only they can successful academically and professionally. The emphasis is on teacher education programmes today on quality in teaching soft skills as well as hard skills to teacher trainees. Student teachers in all subjects must listen attentively, make good oral presentation and raise their doubt clearly and coherently to obtain thorough understanding. Student teachers learn to think and act in a particular way in order to make an effective communication both as a learner and as teachers. Nowadays, even a student who has learned for 15-20 years or more can't communicate what they need to communicate well, even the most basic thing, such as English language. They cannot comprehend the language and do not have the ability to respond back. Thus, it is very essential to assess the influence of anxiety of English and academic achievement of higher secondary school students.

Objectives of the Study

1. To find out the level of Anxiety of English and its dimensions of higher secondary students.
2. To find out the level of academic achievement of higher secondary students.

Null Hypothesis

1. There is no significant difference between the mean and standard deviation of the students of higher secondary classes with respect to Gender for the dimension of Anxiety of English.
2. The academic achievement of the higher secondary students doesn't differ significantly from one gender to another.
3. No significant correlation of the Academic achievement and Anxiety of English in higher secondary students.

Delimitations

1. For the study, the anxiety of English and academic achievement variable consists.
2. Only the students of higher secondary school in Virdhunagar was considered for the study.
3. Only 300 higher secondary school students were taken as a sample.

Methodology

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

Population for the Study

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

Sample for the Study

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

Tool

1. Anxiety of English scale constructed and validated by investigator and guide (2025).
2. Achievement in refers to marks secured in English subject in the half yearly examination by the higher secondary school students in Virudhunagar District.

Statistical Techniques

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

Analysis of Data

Objective: 1

To find out the level of anxiety of English of higher secondary school students.

Table 1 Anxiety of English of Higher Secondary School Students

Low		Moderate		Higher Secondary	
Count	%	Count	%	Count	%
146	48.7	110	36.7	44	14.7

It is inferred from the above table that, 48.7% of higher secondary school students have low, 49.0% of them have moderate and 25.7% of them have higher secondary level of anxiety of English.

Objective: 2

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

Table 2 Academic Achievement of Higher Secondary School Students

Low		Moderate		Higher Secondary	
Count	%	Count	%	Count	%
135	45.0	82	27.3	83	27.7

It is inferred from the above table that, 45.0% of higher secondary school students. have low, 27.3% of them have moderate and 27.7% of them have higher secondary level of academic achievement of higher secondary school students.

Null Hypothesis: 1

There is no significant difference between male and female higher secondary school students in their anxiety of English.

Table 3 Difference Between Male and Female Higher Secondary School Students in their Anxiety of English

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	133	225.17	73.44	4.793	S
Female	167	217.61	83.65		

(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 (4.793) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary school students in their anxiety of English.

Null Hypothesis: 2

There is no significant difference between male and female higher secondary school in their academic achievement.

Table 4 Difference between Male and Female Higher Secondary School in their Academic Achievement

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	133	284.195	77.1842	3.458	S
Female	167	287.000	76.8116		

(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 (3.458) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary school students in their academic achievement.

Null Hypothesis: 3

There is no significant relationship between anxiety of English and academic achievement of higher secondary school students.

Table 5 Significant Relationship between Anxiety of English and Academic Achievement of Higher Secondary School Students

Anxiety of English		Academic Achievement		ΣXY	Calculated 'r' Value	Remarks
ΣX	ΣX2	ΣY	ΣY2			
36290.00	1316964100	25727.0	661878529	933632830	0.046	NS

(Table value of 'r' is 0.113, S - Significant)

It is inferred from the above table that the calculated 'r' value (0.046) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between anxiety of English and academic achievement of higher secondary school students.

Major Findings

Descriptive Analysis

1. 48.7% of higher secondary school students have low, 49.0% of them have moderate and 25.7% of them have higher secondary level of anxiety of English of higher secondary school students.
2. 45.0% of higher secondary school students have low, 27.3% of them have moderate and 27.7% of them have higher secondary level of academic achievement of higher secondary school students.

Inferential Analysis

1. The difference between male and female in their anxiety of English in Higher Secondary School is significant.
2. There is a significant difference between male and female higher secondary school in their academic achievement.
3. Higher secondary students' academic achievement is not related to their anxiety of English.

Interpretation

1. From the above finding, it can be concluded that there is a significant difference between the male and female higher secondary school students in anxiety of English in the present study. Female (125.17) scores higher than male (117.61) higher secondary school students in terms of anxiety of English. This may be attributed to the fact that females are more interested, dedicated and involved than males in their anxiety of English.
2. There is a significant difference between male and female higher secondary school in their academic achievement. Female students (87.00) are better than male students (84.19) in their academic achievement. This may be because of the fact that women are more interested in academic and also extra care and provide proper coaching to their study.

Recommendations of the Study

1. The present study will serve as a guiding light for the education policy makers, teachers, students, parents and guidance and counselling workers to help underachieving students achieve standards of excellence in life as per their intelligence level by using the programme of English training in the context of anxiety.
2. As evidenced by the present study, by improving the study habit and study attitude of underachievers, the teacher can not only make the underachievers no longer feel alienated from the academic activity, but can also improve the academic performance of the underachievers and help them move towards a better future. Later, they can contribute positively towards nation building.

Suggestions of the Study

The following are the suggestions for further research studies.

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

Conclusion

It is found that in the present study there is significant difference between the male and female higher secondary school students in their study of anxiety of English. The female higher secondary school students' anxiety towards English is better than the male students. The difference between the higher secondary school students of rural and urban areas in terms of their anxiety of English is very significant. The anxiety of English was found to be better for the urban students than the rural students and there is also a significant difference between nuclear and joint family higher secondary school students in their anxiety of English. The anxiety of English of the joint family students is better than that of the nuclear family students.

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RELATIONSHIP BETWEEN PARENTAL CARING AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract

The focus of present study was to ascertain the influence of parental caring on high school students academic achievement. Descriptive survey method was used to conduct the study. The sample comprises of 300 students acquired from six higher secondary schools in Aruppukottai Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS software. The level of parental caring is moderate in Virudhunagar district. The findings reveal that there is significant relationship between parental caring and academic achievement of high school students.

Introduction

Parents are as the social units; in the family which is a primary group where face to face relationship takes place. This is very useful in providing education to children because in such situations children learn quite a lot. In the past also the parents has been taken care of economic, social and religious needs and providing such training to children as will help them to be useful members in society. Historically, parents in the family have been the centre of moral education. It has been taught all about religious beliefs and ethical behavior. It was within the family that vocational education was provided to the children. For example, the son of a goldsmith even today may learn the art of making ornaments and likewise children in different families may learn the trade practiced by the adult members of their families. But due to mobility and other factors of social change the school has assumed many responsibilities of the family. As we know education is very comprehensive term and includes the whole life and 'individual in society'. Thus parents within the family, education of a child takes place right from the time of his birth and continues so long as he lives within the family.

The foundation of child future life is laid in the family. In later life it becomes very difficult if not impossible for him to demolish or reconstruct these foundations the infant begins his/her life under fostering affection and care of his parent and other near and dear ones who are associated with his family. As he/she grows s/he receives the first lesson of life in his/her family and tries to imbibe the habit, ideal, and pattern of behavior of family members. In this way the family continues to influence him/her through his/her life. Each member of family has an important role to influence the holistic development of the child. The family activities and necessities for intercommunication make the child fit to equip itself with a working vocabulary. Child receives the first lesson of speech in the family. Home environment is among the most important influences on academic performance.

Significance of the Study

Parental roles include parental caring interactions that communicate positive attitude about school and important of education to the child. Parental involvement according to this theory affects student achievement because these interactions affect students' motivation their sense of competence and the belief that he have

control over their success in school. Parent and family can be involved by reading to the children checking homework communicating with the teacher and attending school function. Parental involvement is important because it makes a difference in children‘s lives. Parent should be seen as vital partners in a child’s education. The partnership between the parent and the child‘s teacher is powerful. This is because parents can provide the teacher with the most accurate information about their children. When school and family work together to support learning, everyone benefits. Students do better in school and in life, parents become empower, teacher‘s moral improves school get better and communities grow stronger.

Objectives

1. To find out the level of parental caring of high school students.
2. To find out the level of academic achievement of high school students.
3. To find out whether there is any significant relationship between parental caring relationship and academic achievement of high school students.

Methodology

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

Population for the Study

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

Sample for the Study

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

Tool

Parental caring questionnaire prepared and validated by investigator and guide

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation

Analysis of Data

Objective: 1

To find out the level of Parental caring of high school students.

Table 1 Levels of Parental Caring among High School Students of Entire Sample

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Parental caring	37	12.3%	201	67%	62	20.7%

The above table shows that, 12.3% of the total sample have low level, 67% of them have moderate level and 20.7% of them have high level of Parental caring of high school students.

Objective: 2

To find out the level of Academic achievement of high school students

Table 2 Levels of Academic Achievement among High School Students of Entire Sample

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Academic Achievement	44	14.7%	198	66.0%	58	19.3%

The above table shows that, 14.7% of the total sample have low level, 66% of them have moderate level and 19.3% of them have high level of Academic achievement of high school students.

Hypothesis No. 1

There is no significant relationship between Parental caring and Academic achievement of high school students.

Table 3 Co-efficient of Correlation between Parental Caring and Academic Achievement of High School Students

Variables	N	'r'	Level of Significance
Parental caring and Academic achievement	300	0.666	Significant

The above table shows that, the computed correlation coefficient 'r' is 0.0.666, which is significant at 0.05 level. It is inferred that there is significant relationship between Parental caring and Academic achievement of high school students.

Major Findings

1. The majority of the high school students belong to the moderate level of Parental caring.
2. The majority of the high school students belong to the moderate level of Academic achievement.
3. There is significant relationship between Parental caring and Academic achievement of high school students

Interpretation

The 'r' test result shows that there is no significant relationship between Parental caring and Academic achievement of high school students. This may be Students' parental caring's involve parents' provision supportive resources for learning. Willingness to devote time to help students learn at home, provision of care, comfort and affection, adequate arrangement for the students feeding, protection, rest, clothing and shelter, active participation in parent school contact are necessary to motivate students to perform better in school. This implies that when parents provide children with rich nurturing and varied stimulation through all spheres of social life, the academic achievement of the students significantly improves.

Recommendations of the Study

The present study gives a clear-cut view about the present position of high school students parental caring and academic achievement. Based on the important findings stated earlier, the following recommendations are suggested:

- Parents should be encouraged to provide adequate motivation for the child at home as a background for the students' academic achievement in school.

- Teachers have the responsibility of designing and evaluating classroom instructions and classroom management for effective teaching and learning to take place. Teachers understanding of the factors of motivation will enable them to liaise with parents to make motivational variables available to students.
- Counsellors and psychologists should study the background of the students, and the academic problems of individual students associated with the home, the counselors can do their job of counseling to both students and parents more effectively.
- The curriculum planners can identify the factors in this regard that influence academic achievement. It will help the curriculum planners to develop appropriate curriculum that will take care of students from different background.

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A STUDY ON AWARENESS OF SMART CLASSROOM AMONG STUDENT TEACHERS

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Abstract
The present study is entitled as "A Study on Awareness of Smart Classroom among Student teachers". The purpose of the present study was to find out the study of Student teachers towards Smart Classroom. The research type was a survey method, which consists of purposive sampling of 300 high students in Virudhunagar district. The interpretation of data was done with statistical techniques in percentage analysis, mean, standard deviation and 't'-test. The majority of the Student teachers have moderate level of Smart Classroom.
Keywords: *Smart Classroom, Attitude, Student Teachers, Descriptive Survey Method and SPSS.*

Introduction

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

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

Need and Significance of the Study

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

discussion (or) panel discussion strategies to develop the students' knowledge and create a sense of responsibility in their learning process and it ponders students to seek authentic in their learning process. Smart Classroom teaching method develops the student critical thinking skill and problem-solving ability and paves way for creativity in their teaching and learning process. Thus, a Smart Classroom teaching strategy is inevitable in the development of the holistic learning process among the students of the modern world. This holistic learning enables the students to work efficiently. With this in mind, the investigator deals the present study entitled as **"A Study on Awareness of Smart Classroom among Student teachers".**

Objectives

1. To find out the level of A Study on Awareness on Smart Classroom among Student teachers.
2. To find out the level of A Study on Awareness on Smart Classroom among Student teachers with respect to gender.

Hypotheses

1. There is no significant difference in A Study on Awareness on Smart Classroom among Student teachers with respect to gender.
2. There is no significant difference in A Study on Awareness on Smart Classroom among Student teachers with respect to residence.
3. There is no significant association between A Study on Awareness on Smart Classroom and parent's monthly income.

Delimitations of the Study

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

Population for the Study

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

Sample for the Study

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

Tools used for Present Study

A Study on Awareness on Smart Classroom was prepared and validated by investigator and guide (2022).

Statistical Techniques Used

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

Objective: 1

To find out the level of A Study on Awareness on Smart Classroom among Student teachers.

Table 1 **Level of a Study on Awareness on Smart Classroom among Student Teachers**

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

It is inferred from the above table that 15.3% of Student teachers have low, 67.7% of them have moderate and 17.0% of them have high level of A Study on Awareness on Smart Classroom.

Objective: 2

To find out the level of A Study on Awareness on Smart Classroom among Student teachers with respect to gender.

Table 2 Level of a Study on Awareness on Smart Classroom among Student Teachers with Respect to Gender

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

It is inferred from the above table that, 17.4% of the male Student teachers have low, 67.4%of them have moderate and 15.3% of them have high level of A Study on Awareness on Smart Classroom. 13.5% of the female Student teachers have low, 67.9% of them have moderate and 18.6% of them have high level of A Study on Awareness on Smart Classroom.

Null Hypothesis: 1

There is no significant difference in A Study on Awareness on Smart Classroom among Student teachers with reference to gender

Table 3 Difference in a Study on Awareness on Smart Classroom among Student Teachers with Respect to Gender

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

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

It is inferred from the above table that calculated 't' value (2.434) is greater than thetable value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in A Study on Awareness on Smart Classroom among Student teachers with respect to gender.

Null Hypothesis: 2

There is no significant difference in A Study on Awareness on Smart Classroom among Student teachers with respect to residence

Table 4 Difference in a Study on Awareness on Smart Classroom among Student Teachers with Respect to Residence

Residence	N	Mean	SD	Calculated 't'Value	Remarks at5% Level
Day-scholar	133	32.2707	4.49542	2.006	S
Hosteller	167	31.6347	4.52524		

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

It is inferred from the above table that calculated 't' value (2.006) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in A Study on Awareness on Smart Classroom among Student teachers with respect to residence.

Major Findings

Descriptive Analysis

1. 15.3% of have low, 67.7% of them have moderate and 17.0% of them have high level of A Study on Awareness on Smart Classroom among Student teachers.
2. 17.4% of the male students have low, 67.4% of them have moderate and 15.3% of them have high level of A Study on Awareness on Smart Classroom among Student teachers.

Inferential Analysis

1. There is a significant difference in A Study on Awareness on Smart Classroom among Student teachers with respect to gender.
2. There is a significant difference in A Study on Awareness on Smart Classroom among Student teachers with respect to residence.

Interpretation

1. The 't' test result shows that there is significant difference in A Study on Awareness on Smart Classroom among Student teachers with respect to gender. The man values of female students are better than the male students in their Smart Classroom. This may be due to the fact that the female students may have better knowledge, understanding and skills about natural environment and also they have to keep surrounding neatly so they female students have high level of Smart Classroom.
2. The 't' test result shows that there is significant difference in A Study on Awareness on Smart Classroom among Student teachers with respect to residence. The mean values of hostellerstudents are better than the day-scholar students in their Smart Classroom. This may be due to the fact that the hosteller may have participated in smart Classroom s in and around their schools and residential areas.

Recommendations of the Study

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

Suggestions for Further Research

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

Conclusion

The smart methodology is an effective methodology compared to the ancient lecture room; significantly the aim is to extend students" achievement, to develop positive attitudes and to extend their motivation towards

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

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ATTITUDE TOWARDS ENGLISH LANGUAGE AMONG B.ED STUDENTS

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Abstract
The present study is entitled as "Attitude towards English language among B.Ed students". The socially efficient people have the ability to adapt all the strategies which are useful for maintaining the relationship with others. Socially efficient individual can adjust themselves in exacting social situations. Academic performance as measured by grades or test-scores reflects not only knowledge of academic contents but also other important non- cognitive factors like academic, attitudes and strategies that are critical for success in college and in later life. contention that B.Ed students are born, not made can be true only in a few rare cases. It is also contended that training by itself, is sure to make a good teacher. Therefore, the present study has need and importance. In this connection, the purpose of the present study was to find out the A study on English language among B.Ed students. The research type was a survey method, which consists of purposive sampling of 300 B.Ed students in Virudhunagar district. The interpretation of data was done with statistical techniques in percentage analysis, mean, standard deviation and 't'-test. The majority of the B.Ed students have moderate level of English language.
Keywords: *English Language, B.Ed Students and Statistical Techniques.*

Introduction

English language may be defined as the human skill of decoding the occurrence of the world and reacting to it as well. It is a power unique to man and separates him from the animal kingdom. English language is also the ability to act wisely and to have human relations. It is markedly different from just intelligence, unlike what people used to think earlier. Through the years, it has been noticed that many very smart individuals have had a hard time, having to maintain a social life. There's another name for English language and that's interpersonal intelligence, which is the study of an individual's ability to recognize differences between him and others. As per this concept, a person's own unique personality is a product of the person's difference in knowledge on different areas as well as the level of social interactions he has with the people in his surroundings. Secondary school education is a key to change and transformation.

Need and Significance of the Study

English language can be an important factor in thinking and behaving. Our intelligence may last a short time, like a flash of annoyance at a co-worker, or it may last a life time--such as continuing sadness over the loss of relationship. The role of English language response by teachers is very important since it is interrelated with students' performance. Hence, B.Ed students should possess good emotional stability. English language stability is a conscious effort by a person's personality to enhance emotional health. English language is used to help us learn information that will help us to respond suitably in the future. Pleasant English language as reinforcement of the previous behaviour are likely to make the person seek to re-experience similar events in

the future. Our verbal and non-verbal behaviours often help to convey our emotions. These behaviours cue the observers and help them to know how we are feeling and what we are going to do next. This helps to enable better and more suitable social interaction. In English language, B is the 2nd most frequently used letter. It's far more important to Ed students. English language stability is seen as a grater instrument which can evaluate a teacher's performance, achievement and qualities. The B.Ed students are at an important time in their lives and dealing with students. It requires the teacher to allocate more, in terms of both English language learning and academic achievement, to take care of such students. Hence, the investigators had selected this topic "A study on English language among B.Ed students".

Objectives

1. To find out the level of English language of B.Ed students.
2. To find out the level of academic achievement of B.Ed students.

Hypotheses

1. There is no significant difference in English language of B.Ed students with reference to gender.
2. Academic achievement of B. is not significantly different from that of others. B. Ed students with reference to gender.
3. There is no significant a study on English language among B.Ed students.

Delimitations of the Study

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

Population for the Study

The population for the present study is college of Education, who are studying in B.Ed and M.ed in Virudhunagrar and Madurai district.

Sample for the Study

The investigator had randomly selected 6 college of education from Virudhunagar and Madurai district. From these colleges, 300 B.Ed students were selected.

Tools used for Present Study

English language Scale is prepared and validated by Mr. Selva Balakrishnan (2015) (Adopted).

Statistical Techniques Used

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

Data Analysis

Descriptive Analysis

Objective: 1

To find out the level of English language among B.Ed students

Table 1 The Level of English Language among B.Ed Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**No.**	**%**
30	13.3	164	72.9	31	13.8

The above table shows that, 13.3% of the B.Ed students have low, 72.9% of them have moderate and 13.8 % of them have high level of English language.

Objective: 2

To find out the level of English language among B.Ed students with respect to Gender.

Table 2 Level of English Language among B.Ed Students with Respect to Gender

Gender	Low		Moderate		High	
	N	**%**	**N**	**%**	**N**	**%**
Male	14	13.5	74	71.2	16	15.4
Female	39	19.9	125	63.8	32	16.3

The above table shows that, 13.5% of male B.Ed students have low, 71.2% of them have moderate and 15.4% of them have high level of English language. 19.9% of female B.Ed students have low, 63.8% of students have moderate and 16.3% of them have high level of English language.

Inferential Analysis

Null Hypothesis: 1

There is no significant difference in English language among B.Ed students with reference to gender.

Table 3 Significant Difference in English Language among B.Ed Students with Reference to Gender

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	110	41.36352	9.39773	1.350	**NS**
Female	190	41.33492	9.45530		

(At 5% level of significance, for df 223, the table value of 't' is1.96)

It is inferred from above table that the calculated 't' value (1.350) is less than the table value (1.96) for df (223) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in English language among B.Ed students with reference to gender.

Null Hypothesis: 2

There is no significant difference in English language among B.Ed students with reference to age.

Table 4 Significant Association in English Language among B.Ed Students with Reference to Age

Variable	Source	Sum of Squares	df	Mean Square	Calculated 'F' Value	Remarks at 5% Level
English language	Between	874.185	2	437.092	2.110	**NS**
	Within	45996.411	222	207.191		
	Total	46870.596	224			

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

It is inferred from above table that the calculated 'F' value (2.110) is less than the table value (3.02) for df (2, 222) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant association in social of B.Ed students with reference to age.

Null Hypothesis: 3

There is no significant relationship between English language and parent's monthly income of B.Ed students.

Table 5 Significant Relationship between English Language and Parent's Monthly Income of B.Ed Students

English language		Emotional stability		∑XY	Calculated 'r' Value	Remarks
∑X	∑X²	∑Y	∑Y²			
30221	4106021	31983	4682413	4302426	0.083	**NS**

(Table value of 'r' is 0.088, S - Significant)

It is inferred from the above table that the calculated 'r' value (0.083) is less than the table value (0.113) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between English language and emotional stability among highs college B.Ed students

Major Findings

Descriptive Analysis

1. 13.3% of the B.Ed students have low, 72.9% of them have moderate and 13.8 % of them have high level of English language.
2. 13.5% of male B.Ed students have low, 71.2% of them have moderate and 15.4% of them have high level of English language.
3. 19.9% of female B.Ed students have low, 63.8% of students have moderate and 16.3% of them have high level of English language.
4. 20.2 % of below 30yrs B.The level of English language proficiency is low, moderate and high with 69.0%, 10.7% and 10.3% respectively in the ED students.

Inferential Analysis

1. There is no significant difference in English language among B.Ed students with reference to gender.
2. In English language, there is no significant relationship between B.Ed students with reference to age.
3. The monthly income of the parents does not significantly relate with English language.Ed students.

Recommendations of the Study

1. B.Ed students should be provided with orientation to foster E.L. to tackle issues related to lack of emotional stability among them and their students.
2. Government can change colleges to be digital learning spaces with scope for B.To teach digital literacy to ed students as well as students.
3. The importance of English language in the context of all profession, particularly in the context of B is explained. B. Ed students. It promotes humanity. Increases our life's enrichment with the figures of people and society who care. All teachers need to have some English language proficiency.

Suggestions for Further Research

1. In the same way this study could be extended to other areas of populations like B.Ed. Teacher educators B.Ed. Students (ed.) and teacher educators etc.
2. This study could also be done along with other variables. A comparison study can be done between different populations.

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PROBLEM-SOLVING ABILITY AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract
The focus of present study was to ascertain the influence of correlation between problem-solving ability and academic achievement of high school students. This study was conducted using descriptive survey method. The sample size comprises of 300 high school students who were collected by simple random sampling technique in ten high school in Srivilliputhur taluk. Data collected are analysed statistically using SPSS software. The level of problem solving ability of high school students in Virudhunagar district is moderate. The findings reveal that there is significant relationship between problem-solving ability and academic achievement of high school students.
Keywords: *Problem-Solving Ability, Academic Achievement, Survey Method, SPSS Software.*

Introduction

Education is one of the fundamental needs of human beings. Education has the capacity for bringing about change. Education is one of the driving forces for a nation's development because it is used as a tool. Education is the only way in which a child can be furnished with abilities and skills that are needed for a successful life. Education is a developmental process beginning from birth till death. Education refines sensitivities and perception that contribute to individual growth and development, social cohesion and national spirit. Education hence, as a system becomes a potent instrument for achievement of society's goals. Modern schoolmen might have to answer to education as a fundamental need for social justice and equity. Its solution may be found in the constitutional commitments, and likewise, in the decisions of courts in various circumstances. For psychologists, it can be an important instrument to introduce an effective change in the behavior pattern of the pupils; for economists, it can be an instrument of hope for economic well-being and prosperity for the general public. It can be considered a progression toward education by others. However, all have advocated the need of education for all.

Significance of the Study

Problem solving is one of the key concepts of the teaching -learning process. If the students don't have the right motivation, they won't reach the educational objective. The problem solving ability of the students has been taken as important factor in problem solving ability. Problem-solving ability is a combination of psychological forces which initiate, direct and sustain behaviour towards successful attainment of some goal which provides a sense of significance. The goal of an individual is influenced by the attitudes he has towards himself Self-attitudes are regarded as a part of a person's self-concept. Even though most of the students have high level of problem-solving ability, some students are in low level in their problem-solving ability. Also, academic motivation fulfills the problem-solving ability. If the students can imbibe problem solving ability, self concept and social perception, then their problem solving ability will be much more commendable. Based

on the above facts, the investigator strongly believes that it is meaningful to carry out the study on problem-solving ability of high school students related to their problem-solving ability.

Objectives of the Study

1. To determine HS students' problem solving level.
2. To find out the level of academic achievement of high school students.

Hypothesis of the Study

1. The problem solving ability of high school students in rural areas is not different from those in urban areas.
2. There is no significant difference between rural and urban high school students in their academic achievement.
3. Problem solving is not significantly related with academic achievement of high school students.

Methodology

In this study, the researcher used descriptive survey as a research method.

Population for the Study

In the present study, the population consists of all the Tamilnadu high school students in Srivilliputhur Taluk in Virudhunagar district.

Sample for the Study

The researcher used the simple random sampling technique for sampling. The sample for the present study consists of 300 students from the ten high schools in Srivilliputhur taluk of the Virudhunagar district in Tamilnadu.

Tool

- Ability to solve problems questionnaire that is developed and validated by investigator and guide
- Academic achievement of the students is assessed by the marks obtained by them in the Half-yearly examinations in English subject.

Statistical Techniques

Percentage, Mean and Standard Deviation.

Analysis of Data

Objective: 1

To find out the level of Problem-solving ability of high school students.

Table 1 Level of Problem-solving ability of High school students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
76	25.3	147	49.0	77	25.7

The above table shows that, 25.3% of prospective teacher have low, 49.0% of them have moderate and 25.7% of them have high level of Problem-solving ability of high school students.

Objective: 2

To find out the level of academic achievement of high school students.

Table 2 Level of Academic Achievement of High School Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
132	44.0	129	43.0	39	13.0

The above table shows that, 25.3% of prospective teacher have low, 49.0% of them have moderate and 25.7% of them have high level of academic achievement of high school students.

Null Hypothesis: 1

There is no significant difference between rural and urban high school students in their problem-solving ability.

Table 3 Difference between Rural and Urban High School Students in their Problem-solving Ability

Locality	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Rural	167	117.323	17.192	4.553	**S**
Urban	133	108.736	14.9224		

It is inferred from the above table that calculated 't' value (4.553) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that There is significant difference between rural and urban high school students in their problem-solving ability.

Null Hypothesis: 2

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

Table 4 Difference between Rural and Urban High School Students in their Academic achievement

Locality	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Rural	167	78.623	5.6703	3.609	**S**
Urban	133	75.376	9.7379		

It is inferred from the above table that calculated 't' value (3.609) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that There is significant difference between rural and urban high school students in their academic achievement

Null Hypothesis: 3

There is no significant relationship between problem-solving ability and academic achievement of high school students.

Table 5 Significant Relationship between Problem-solving Ability and Achievement in English of High School Students

Variables	N	df	Table Value	'r' Value	Remarks	Level
Problem-solving ability VS Academic achievement	300	298	0.064	0.188	**S**	A strong uphill (positive) linear relationship

The above table 4.25 impels that calculated 'r' value is greater than the critical values of 0.064 at 0.05 level of significance. Hence, the null hypothesis is rejected. There is significant relationship between problem-solving ability and academic achievement of high school students. A stronger and positive linear problem-solving ability and academic achievement of high school students.

Finding of the Study

- The level of study skills of high school students. is moderate.
- The level of academic achievement of high school students. is moderate.
- There is significant difference between rural and urban high school students in their problem-solving ability.
- There is significant difference between rural and urban high school students in their academic achievement.
- Problem solving capability is significantly related to the Academic achievement of the high school students.

Interpretation

1. The study's result indicates that the problem solving ability of rural and urban high school student is significantly different. Rural students better than urban in their problem-solving ability. This is may be due to fact that rural students have more confidence, patient, courage etc.
2. The finding of the study of results that concluded that there is significant relationship between problem-solving ability and academic achievement of high school students. A stronger and positive linear problem-solving ability and academic achievement of high school students. This is due to fact that problem-solving ability increased automatically academic achievement increased.

Recommendations

1. Parents of the students in Virdhunagar should give due attention and care to the students. The mom and dad should not be distracted, such as chatting & browsing unnecessarily.
2. From this investigation it can be observed that hostellers are better than day scholars in terms of problem solving ability. The day scholars may be given extra coaching and provide conducive environment at home.
3. The study shows that pupils learning in English medium have performed extremely poorly on problem solving. The parents and teachers impart to them the truth of life and the value of problem solving skills.

Suggestions for the Study

1. The scope of this study can be extended and applied to the students of Arts and Science college students. Problem-solving ability, Self-concept and Social perception of college students in relation to their Problem-solving ability" for example.
2. This research may be expanded to the students from the Tribal community. E.g 'A study of Problem-solving ability, Self concept and Social perception of students of Tribal community.

3. The study can be undertaken across all over Tamil Nadu. E.g "Research on Problem-solving ability, Self-concept and Social perception of College students with respect to their Achievement in Tamilnadu.

Conclusion

The main aim of education is to develop all round personality of the child to grow as a useful citizen of any society. Any development needs motivation, motivation leads to development of self-concept. When self-concept is enhanced, there will be an enhancement in all the areas of life. As the life of the students, if a student becomes an useful citizen needs to be motivated and to have a self-concept. His achievement in academic activities makes him to be productive. If a person is socially productive then he will be an useful member of a society. Thereby if one is to be socially productive and useful there is necessity for a right perception of a society, thereby fulfils the above mentioned aim of education. From the study the investigator has realized and proved that the three variables which have been explained above are very much needed for the students to achieve better.

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