

Internet Usage and Participation In Co-Curricular Activities Among Students at The Secondary Level of Working and Non-Working Mothers

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Abstract

The present study investigates the relationship between internet usage and co-curricular activities among students of secondary level of working and non-working mothers. Survey method is used to select a sample of 414 students at the secondary level. Internet Usage Assessment Scale (Developed by the Investigator) is used to study assess their internet usage, Participation in Co-curricular Activities Scale (Nisha Rani, 2015) is used to assess their participation in co-curricular activities. The results of the statistical analyses show a significant correlation between time management and



participation in co-curricular activities. A significant difference is found between students at secondary level in government, government aided and private schools, pertaining to time management and participation in co-curricular activities.

Keywords: Internet Usage and Co-curricular Activities

1. Introduction

Education is fundamentally a valuable asset for humans. Education means to know various things and explore the world of their knowledge. It is one of the primary factors in one's life that helps them to face most of the challenges. Education is a broad concept which transcends the four walls of a classroom. Total education is the type that focuses on the overall development of the child. All round development essentially means intellectual, physical, moral, sensible and social development. To fulfil these objectives, there is a prime need of striking a balance between syllabus, curriculum, books and also co-curricular activities. Co-curricular activities are those which are undertaken side by side with the curricular activities. Co-curricular activities were previously known as extra-curricular activities. They pertain to activities contributing to the academic learning experience especially activities that provide students with opportunities to learn and develop skills through active participation. Co-curricular activities and programs may be led by faculty or staff, or by students themselves, but they must have stated goals and measured outcomes. Every tertiary education aims to



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develop the holistic well-being of students. Aside from the learning they acquire in the classroom, the co-curricular and extra class activities are meant to develop in them a wholesome personality. Through such activities, they may later on become productive, efficient and effective citizens of the country.

2. Need for the Present Study

The function of education is to bring change in child behaviour and personality in a more desirable form. These are also recognized as a source of enrichment and vitalization of the school's curriculum, mainly through the cultivation of hobbies, interests, etc. these activities are no longer looked upon as extras but as an integral part of the school program. Co-curricular activities are activities that take place outside the classroom but reinforce or supplement classroom curriculum in some way. They are ungraded and do not offer any form of academic credit, but they do provide complementary learning of some form. Co-curricular activities might include National Honor Society, student council, school sports teams, math clubs, chess clubs, talent shows, spelling bees, writing competitions, debates, mock trials, school newspapers, and drama productions. The basic idea behind such activities in educational institutions is the building up of the student character and personality as well as training of their mind that may help / facilitate academic achievements of the child.



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Families are the immediate circle of influence of their children. Mothers share a close bonding with their wards. Mothers spend quality time with their children and guide them in the way which is best. Mothers play an important role in the personality development of the children by shaping their social and intellectual behaviour. The working mother encourages her child to be more independent, sociable and self-sufficient, but in most cases, due to the call of duty she may fail to devote time for her children. On the other hand, the non-working mother can constantly monitor her child's activities but may possess lack of knowledge in technology. Children grow up emulating their parents. Further as the additional activities for schools students are a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence, and numerous studies have examined the factors influencing students' academic achievement, and many activities were found to have a significant influence (Simon, 2001; Broh, 2002), a need is felt to investigate the participation of students in the co-curricular activities in schools at the secondary level of working and non-working mothers.

3. Review of Related Literature

For any researcher, it need not be emphasized that the review of studies related to this area of investigation is essential, but providing information of what has already been done in the field gives direction to the present study. The purpose of the investigation is to study the time management and co-curricular activities among



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students at the secondary level in different categories of schools of working and non-working mothers. The investigator faced out different types of research works, like, dissertation, thesis journals and varieties of relevant books on education and psychology. The present chapter deals with the review of related literature of time management and co-curricular activities of students. The review is grouped as follows:

Studies related to Participation in Co-curricular Activities

Studies related to Internet Usage and Participation In Co-curricular

Activities

3.1 Studies related to Participation in Co-curricular Activities

Researches have indicated that physical activity not only improves academic performance, but has an actual physical benefit for the mind. Regular physical activity might influence cognitive development by increasing cerebral blood flow, altering arousal and associate neuro-hormonal balance, changing nutritional status, or promoting the growth of internal neuronal connections (Shepard, 1996). The studies reviewed pertaining to co-curricular activities and the effect of participation of students in these activities have been compiled and presented hereunder.

According to Armentout (1979) intellectualism and impersonalize are seen as making many academic activities miseducative. It is advocated that academics organize curricular and extra-curricular activities to direct students toward an understanding of



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themselves and the world in which they live. Tumanov (1983) reported that integration of extra-curricular activities into the second language curriculum supported culturally oriented communicative second language teaching.

Wenger (1990) reported that neuroscientists believed that musicians exercised the cortical neurons while playing music and it tends to improve mental functioning. Specifically, mathematics, spatial reasoning skills, and critical reasoning skills seem to improve.

According to Shulruf (2010) secondary schools tend to sponsor a large number of extra-curricular activities (ECA) yet little is known about their contribution to students' educational outcomes. This meta-analysis aims to determine what it is about ECA participation that supports positive educational outcomes. Furthermore, this study challenges the theoretical assumptions about the benefits of participation in ECA. 29 studies (all except for one based on data collected in the United States) met the search criteria for inclusion in the analysis. Most effect sizes on academic achievement yielded from non-specific ECA, academic clubs and journalism were small, as were participation in performing arts, sports and leadership activities on a range of educational outcomes. Although the results show associations between participation in ECA and educational outcomes, causal effects could not be confirmed. It is concluded that the lack of evidence supporting the causal effects, and thus the common theoretical assumptions



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about the effects of ECA on educational outcomes, is due to methodology limitations in these studies.

Evaluation

Extracurricular activities are one of the best investments that a school can make to help promote achievement, student engagement, and the attitudes and habits that lead to academic aspirations and ultimate success. After school extracurricular activities have long been recognized for contributing many ways to the enhanced school experience as well as to the increased social skills of students. Besides creating a school culture and promoting school spirit, extracurricular activities have been found to have a relationship with students' academic performance development of responsibility discovering their abilities and interest, self-discipline and leadership skills. The dearth of studies in the Indian context necessitates further investigation in the same lines.

3.2 Studies related to Internet Usage and Participation in Co-curricular Activities

Internet is now a day's becoming more accessible to all social economic people and across Populations. Internet is a source of information and entertainment but vast majority of people belongs to different regions are madly addicted to this technology, in which young generation, men and women are also involved. Access of Internet has becoming more wide spread; it is becoming more affordable, and also more



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comfortable. Internet is spreading all over the world, its user increasing day by day, and that mostly the user are using internet for positive purpose, that is a good sign for the technology usage. All the developed countries have made huge advancement in this industry as it enables students to excel in their curricular and co-curricular activities. The studies reviewed pertaining to the usage of internet and participation in co-curricular activities have been compiled and presented hereunder.

The study by Sampath Kumar and Manjunath (2013) has demonstrated the high use of the internet sources and services by teachers and researchers in university setup. Most of them used internet in support of their study and teaching. Majority of respondents learnt to use the internet through self-instruction and trial and error, with the help of friends and by reading books or papers. Study results also indicated that internet has made an impact on their academic performance (i.e. in writing more research papers, in doing better research, better learning experience, etc.).

Evaluation

All students and their teachers find internet a useful and convenient for educational activities (Jones, 2002), both curricular and co-curricular. Borrows, Lavined and Kubey (2001) found that about 68% of parents and 70% of teachers are of the opinion that the students secure higher grades of because of internet usage. Internet is appeared to use


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in many fields like studies, educational purposes, business, appointments, browsing and also for entertainment. The dearth of studies pertaining to the use of internet and participation in co-curricular activities of students necessitates further investigation in the same lines.

4. Objectives of the Study

- To investigate if there is any significant correlation between internet usage and participation of co-curricular activities of students at the secondary level.
- To investigate if there is any significant difference in participation in co-curricular activities of students in different categories of schools, namely, government, government-aided and private schools at the secondary level of working and non-working mothers;
- To investigate if there is any significant difference in internet usage of students in different categories of schools, namely, government, government-aided and private schools at the secondary level of working and non-working mothers;
- To investigate if there is any significant difference in participation in co-curricular activities of students at secondary level of working and non-working mothers.
- To investigate if there is any significant difference in internet usage of students at secondary level of working and non-working mothers.



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5. Hypotheses

- There is a significant correlation between internet usage and participation in co-curricular activities of students at the secondary level.
- There is no significant difference in participation in co-curricular activities of students in different categories of schools, namely, government, government-aided and private schools at the secondary level of working and non-working mothers;
- There is no significant difference in internet usage of students in different categories of schools, namely, government, government-aided and private schools at the secondary level of working and non-working mothers;
- There is no significant difference in participation in co-curricular activities of students at secondary level of working and non-working mothers.
- There is no significant difference in internet usage of students at secondary level of working and non-working mothers.

6. Method of Investigation

Survey method is employed in the present research to collect, analyze and interpret the data. Data collected from the select sample was scored and subjected to statistical processing for verification of hypotheses.



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6.1 Research Design

The present study deals with the analysis of time management and participation in co-curricular activities among students of secondary level of working and non-working mothers.

6.2 Sample Selected

The target population for the present study will be the students at the secondary level. From the target population a sample of 414 students were chosen from the secondary level. The chosen sample comprised of 143 students from government, 137 students from government-aided and 134 students from private schools. Further the sample comprised of 198 students of working mothers and 216 students of non-working mothers.

6.3 Tools used for the study

The research tools used for the present study to analyze the time management and co-curricular activities among students at the secondary level are as follows:

- (i) Internet Usage Scale (Developed by the Investigator)
- (ii) Participation in Co-curricular Activities Scale (Nisha Rani, 2015).



7. Analyses of Data

The results of the analyses of data collected are compiled and presented in tables below.

Table-1: Analysis of Correlation between the Select Variables among Students at the Secondary Level

	Internet Usage	Participation in Co-curricular Activities
Internet Usage	X	0.68**
Participation in Co-curricular Activities	X	X

**Significant at 0.01 level

From the above table (Table-1), it is evident that the select variables of the present study, namely, internet usage and participation in co-curricular activities are positively correlated with each other and significant at 0.01 level.

Table-2: Analysis of Variance of Participation in Co-curricular Activities among Students in different Categories of Schools at the Secondary Level



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Source of Variation	Df	Sum of Square	Mean of Sum of Square	F-ratio
Between Groups	2	14729.85	7364.93	211.98**
Within Groups	411	14279.35	34.74	
Total	413	29009.20	--	

**Significant at 0.01 level

In Table-2, for the analysis of variance different categories of schools are treated as different groups. The F-ratio is 211.98, which is significant at 0.01 level. Thus there is a significant difference in participation in co-curricular activities among students in different categories of schools at the secondary level.

Table-2a: Statistical Analysis of Means of Participation in Co-curricular Activities among Students in Government and Government-aided Schools at the Secondary Level

Variable	Sample Size	Mean	SD	SEM	SED	CR
Government	143	20.16	5.08	0.43	0.58	5.36**
Government-aided	137	23.28	4.67	0.40		

**Significant at 0.01 level



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In Table-2a, the mean and standard deviation values of participation in co-curricular activities are 20.16 and 5.08 respectively for government and 23.28 and 4.67 respectively for government-aided school students at the secondary level. The critical ratio value is 5.36, which is significant at 0.01 level.

It is evident that the participation in co-curricular activities among students in government-aided school is significantly more when compared to the students in government schools at the secondary level.

Table-2b: Statistical Analysis of Means of Participation in Co-curricular Activities among Students in Government and Private Schools at the Secondary Level

Variable	Sample Size	Mean	SD	SEM	SED	CR
Government	143	20.16	5.08	0.43	0.77	18.12**
Private	134	34.14	7.59	0.66		

**Significant at 0.01 level

In Table-2b, the mean and standard deviation values of participation in co-curricular activities are 20.16 and 5.08 respectively for government and 34.14 and 7.59 respectively for private school students at the secondary level. The critical ratio value is 18.12, which is significant at 0.01 level.



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It is evident that the participation in co-curricular activities among students in private school is significantly more when compared to the students in government schools at the secondary level.

Table-2c: Statistical Analysis of Means of Participation in Co-curricular Activities among Students In Government-aided and Private Schools at the Secondary Level

Variable	Sample Size	Mean	SD	SEM	SED	CR
Government-aided	137	23.28	4.67	0.40	0.76	14.22**
Private	134	34.14	7.59	0.66		

**significance of 0.01 level

In Table-2c, the mean and standard deviation values of participation in co-curricular activities are 23.28 and 4.67 respectively for government-aided and 34.14 and 7.59 respectively for private school students at the secondary level. The critical ratio value is 14.22, which is significant at 0.01 level.

It is evident that the participation in co-curricular activities among students in private schools is significantly more when compared to the students in government-aided schools at the secondary level.



From the above tables (2a-2c), It is evident that the participation in co-curricular activities among students in private schools is significantly more when compared to the students in government and government-aided schools at the secondary level.

Table-3: Analysis of Variance of Internet Usage among Students in different Categories of Schools at the Secondary Level

Source of Variation	Df	Sum of Square	Mean of Sum of Square	F-ratio
Between Groups	2	2113458.40	1056729.20	748.35**
Within Groups	411	580367.90	1412.09	
Total	413	2693826.30		

**Significant at 0.01 level

In Table-3, for the analysis of variance, different categories of schools are treated as different groups. The F-ratio is 748.35, which is significant at 0.01 level. Thus there is a significant difference in internet usage among students in different categories of schools at the secondary level.

Table-3a: Statistical Analysis of Means of Internet Usage among Students in Government and Government-aided Schools at the Secondary Level

Variable	Sample	Mean	SD	SEM	SED	CR
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	Size					
Government	143	187.13	40.84	3.42	4.82	19.22**
Government-aided	137	279.78	39.77	3.40		

**Significant at 0.01 level

In Table-3a, the mean and standard deviation values of internet usage are 187.13 and 40.84 respectively for government and 279.78 and 39.77 respectively for government-aided school students at the secondary level. The critical ratio value is 19.22, which is significant at 0.01 level.

It is evident that the internet usage among students in government-aided school is significantly more when compared to the students in government schools at the secondary level.

Table-3b: Statistical Analysis of Means of Internet Usage among Students in Government and Private Schools at the Secondary Level

Variable	Sample Size	Mean	SD	SEM	SED	CR
Government	143	187.13	40.84	3.42	4.38	39.83**
Private	134	361.67	31.08	2.69		

**Significant at 0.01 level



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In Table-3b, the mean and standard deviation values of internet usage are 187.13 and 40.84 respectively for government and 361.67 and 31.08 respectively for private school students at the secondary level. The critical ratio value is 39.83, which is significant at 0.01 level.

It is evident that the internet usage among students in private schools is significantly more when compared to the students in government schools at the secondary level.

Table-3c: Statistical Analysis of Means of Internet Usage among Students in Government-aided and Private Schools at the Secondary Level

Variable	Sample Size	Mean	SD	SEM	SED	CR
Government-aided	137	279.78	39.77	3.40	4.34	18.86**
Private	134	361.67	31.08	2.69		

**significance of 0.01 level

In Table-3c, the mean and standard deviation values of internet usage are 279.78 and 39.77 respectively for government-aided and 361.67 and 31.08 respectively for private school students at the secondary level. The critical ratio value is 18.86, which is significant at 0.01 level.



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It is evident that the internet usage among students in private schools is significantly more when compared to the students in government-aided schools at the secondary level.

From the above tables (3a-3c), it is evident that internet usage among students in private schools is significantly more when compared to the students in government and government-aided schools at the secondary level.

Table-4: Statistical Analysis of Means of Participation in Co-curricular Activities among Students in Working and Non-working Mothers at the Secondary Level

Variable	Sample Size	Mean	SD	SEM	SED	CR
Working	198	25.85	8.05	0.57	0.83	0.30 ^{NS}
Non-working	216	25.60	8.69	0.59		

NS - Non significant

In Table-6c, the mean and standard deviation values of participation in co-curricular activities are 25.85 and 8.05 respectively for working and 25.60 and 8.69 respectively for non-working mothers at the secondary level. The critical ratio value is 0.30, which is not significant.



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Thus, there is no significant difference in the participation of co-curricular activities of students of working and non-working mothers.

Table-5: Statistical Analysis of Means of Internet Usage among Students at the Secondary Level of Working and Non-working Mothers

Variable	Sample Size	Mean	SD	SEM	SED	CR
Working	198	282.76	79.40	5.64	7.92	2.05 ^{NS}
Non-working	216	266.51	81.40	5.54		

NS - Non Significant

In Table-6a, the mean and standard deviation values of internet usage are 282.76 and 79.40 respectively for working and 266.51 and 81.40 respectively for non-working mothers at the secondary level. The critical ratio value is 2.05, which is not significant.

Thus, there is no significant difference in the internet usage of students of working and non-working mothers.

8. Discussion



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In the present investigation, on comparing the students in different categories of schools, namely, government, government-aided and private school, it is seen that the students in private schools are significantly better in their use of internet and as a result participate significantly more in co-curricular activities.

On comparing the students of working and non-working mothers it is observed that there exists no significant difference between students of working and non-working mothers pertaining to their use of internet and participation in co-curricular activities. In the present days immaterial of the working status of the mothers, all facilities like internet are made available at homes as a result the students do not differ in their use of the net and participate in co-curricular activities.

9. Conclusion

True education is training the body, the mind and the soul. Aiming towards excellence in sports, the school provides its students a multitude of opportunities to choose a sport of their choice. Co-curricular activities not only make the students active and energetic but also enable to harness the in-depth potential of students. It enhances knowledge in many domains, which benefits the student as well as the school and



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Our Heritage

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college. Students have much to gain from the integration of co-curricular activities into the curriculum.

Studies indicate that success in the first year of college depends on how effectively students connect to the institution - both academically and socially. Bringing together curricular and co curricular activities may make a significant difference in student retention.

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CONTENTS

Volume 8	Issue 9(7)	September 2019
S. No		Pg.No
1.	Status of Learning Support in Inclusive Sitting with Special Reference to Country Unrest in Yemon Amant Qasim Ahmed Al-Ghashany	1
2.	Inclusion of Persons with Special Needs in Higher Education Apoorva Panshikar	6
3.	Attitude of Special Education Student Teachers Towards Inclusive Education Divya.A	11
4.	Efficiency of Multimedia Instructional Strategies to Children With Moderate Intellectual Disability Gigi.K Varghese and K.Sambath Rani	16
5.	Sensitizing Primary School Teachers on Identification of Children with Hearing Impairment in Inclusive Education A. Divyapriya	24
6.	Identification of Angle of Rotation Skill among Visually Impaired Students A.Selvi	29
7.	Influence of Yogic Intervention on Children with Autism Spectrum Disorder S.Akilandeswari and V.Sivasangari	32
8.	Effect of Fine Art in Improving the Span of Attention among Children with Intellectual Disability C.Renuga Devi	37
9.	Vocational Problems of the Disabled S.Lavanya and M.Malarvizhi	44
10.	A Focus on Learners with Learning Disabilities (LD) and Special Educational Needs (SEN) A. Enid Ruth and S. Chamundeshwari	49
11.	Facilitating Sustainable Development in Inclusive Learning Environment for Students with Special Needs Baiju Thomas and Saumya Chandra	54
12.	Upshot of Udl-E on Children with Specific Learning Disabilities G.Ananthi and K.Sambathrani	63





A FOCUS ON LEARNERS WITH LEARNING DISABILITIES (LD) AND
SPECIAL EDUCATIONAL NEEDS (SEN)

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Abstract

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. Thereby, helping to bridge gap between the different sections of society. The Educational scene in the country has undergone major change over the years, resulting in better provision of Education and better Educational practices. The Kothari Commission (1964–66), the first Education commission of independent India, observed: “the Education of the handicapped children should be an inseparable part of the Education system. “The Department of Education of Groups with Special Needs in the NCERT itself, initiates programmes for meeting the learning needs of the disabled and the socially disadvantaged and marginalized, such as the SCs, STs, and minorities. For many students, even small-group instruction may not be enough to provide the directed, intensive, specific instruction required; thus, one-on-one instruction may be necessary. The SEN may emanate from a number of reasons. In this paper we concentrate on SEN stemming from disability conditions. Not all children with Learning disabilities have Special Educational Need sat the elementary level. They learn along with their peers with the help of aids such as wheelchairs, hearing aids, optical or non-optical aids, Educational aids like Taylor frames, the abacus, etc. For many students with disabilities, the initial goal of special Education was to ensure that they were provided an opportunity to attend and profit from Education; that is, that a free and appropriate public Education be provided to them, just like to all other youngsters

Keywords: Learning Disability, Special Educational Needs.

“Until you have a child with special needs you have no idea of the depth of your strength, tenacity and resourcefulness”

Introduction

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. Thereby, helping to bridge

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gap between the different sections of society. The Educational scene in the country has undergone major change over the years, resulting in better provision of Education and better Educational practices. In 1944, the Central Advisory Board of Education (CABE) published a comprehensive report called the Sergeant Report on the post-war Educational development of the country. As per the report, provisions for the Education of the handicapped were to form an essential part of the national system of Education, which was to be administered by the Education Department. According to this report, handicapped children were to be sent to special schools only when the nature and extent of their defects made this necessary. The Kothari Commission (1964-66), the first Education commission of independent India, observed: "the Education of the handicapped children should be an inseparable part of the Education system." The commission recommended experimentation with integrated programmes in order to bring as many children as possible into these programmes (Alur, 2002).

How is special Education for students with learning disabilities "special"? One way to approach this question is to review the intervention and descriptive studies of instruction and services for students with learning disabilities (LD) and report the ways in which special Education provides a differentiated and appropriate Education for students. At least with respect to the Education that students with LD receive within general Education, existing reviews reveal that undifferentiated instruction not specifically designed to meet the instructional needs of the student with LD prevails (see for review, Baker & Zigmond, 1995; McIntosh, Vaughn, Schumm, Haager, & Lee, 1993; Zigmond et al., 1995). Thus, there is a gap between what we know about effective instruction and the extent to which these practices are carried over into instructional settings. However, we were concerned that focusing on this would ignore aspects of special Education that are associated with improved outcomes for students with LD.

Learners with Special Educational Needs (SEN)

In India a learner with SEN is defined variously in different documents. For example, a child with SEN in a District Primary Education Programme (DPEP) document is defined as a child with disability, namely, visual, hearing, loco-motor, and intellectual (DPEP, 2001). However, the country report in the NCERT, UNESCO regional workshop report titled Assessment of needs for Inclusive Education: Report of the First Regional Workshop for SAARC Countries (2000) states that SEN goes beyond physical disability. It also refers to, the large proportion of children—in the school age—belonging to the groups of child labour are, street children, victims of natural catastrophes and social conflicts, and those in extreme social and economic deprivation.



These children constitute the bulk of dropouts from the school system. The SSA Framework for Implementation covers children with Special Needs (SN) under the section on Special Focus Groups. While separating children with disabilities from other groups like girls, Scheduled Castes (SC), Scheduled Tribes (ST), and urban deprived children, it makes provisions for these children under the section on SEN.

Making Special Education Effective for Students with Learning Disability (LD):

The Department of Education of Groups with Special Needs in the NCERT itself, initiates programmes for meeting the learning needs of the disabled and the socially disadvantaged and marginalized, such as the SCs, STs, and minorities. According to the International Standard Classification of Education (ISCED-97) (UNESCO,1997), the term Special Needs Education (SNE) means Educational intervention and support designed to address SEN. The term “SNE” has come into use as are placement for the term “Special Education”. The earlier term was mainly understood to refer to the Education of children with disabilities that takes place in special schools or institutions distinct from, and outside of, the institutions of the regular school and university system. In many countries today a large proportion of disabled children are in fact educated in institutions under the regular system. Moreover, the concept of children with SEN extends beyond those who may be included in handicapped categories to cover those who are failing in school, for a wide variety of reasons that are known to be likely impediments to a child’s optimal progress. Whether or not this more broadly defined group of children is in need of additional support, depends on the extent to which schools need to adapt their curriculum, teaching, and organization and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils. However, only in a few instances and documents, across the various States of the country, has SEN been accepted in its broad perspective. On the whole, the focus has remained on learners with specific disabilities.

Accelerating Intensity through One-on-One Instruction

For many students, even small-group instruction may not be enough to provide the directed, intensive, specific instruction required; thus, one-on-one instruction may be necessary. The SEN may emanate from a number of reasons. In this paper we concentrate on SEN stemming from disability conditions. Not all children with disabilities have SEN at the elementary level. They learn along with their peers with the help of aids such as wheelchairs, hearing aids, optical or non-optical aids, Educational aids like Taylor frames, the abacus, etc. However, there may be students who may require the following:



- Additional time and a suitable mode for the successful completion of tests.
- Modification, substitution, and disapplication of the curriculum because it presents specific difficulties for them.
- Provision of adapted, modified, or alternative activities in different content areas.
- Accessible texts and materials to suit their ages and levels of learning;
- Appropriate management of classrooms (for example, management of noise, glare, etc.)
- Provision of additional support by using ICT or video.

Flexible strategies for assessment and accreditation have been recommended by the Open File on Inclusive Education (UNESCO, 2001). Appropriate assessment enables,

- Students who are talented and gifted to move at their natural learning pace.
- Students who progress more slowly than their peers to move at their own pace whilst still being part of the content of themes and lessons.
- Students experiencing specific learning problems to receive creative and effective support to maximize their success.

For students with LD, who were already provided Education within the general Education system when IDEA was enacted (1977), special needs would now be identified and specialized treatment would be provided. Although parents, students, and educators recognized that the Educational needs of students with LD were inadequately met by general Education alone, little was known about what an effective Educational program for students with LD should look like. As a result, the special Education of students with LD has travelled a somewhat rocky road of false starts, misconceptions, and misinformed ideas—until 10 years ago, when the progress in teaching these students began to show much promise (Kavale & Forness, 2000; Swanson, Hoskyn, & Lee, 2000; Vaughn, Gersten, & Chard, 2000).

Conclusion

For many students with disabilities, the initial goal of special Education was to ensure that they were provided an opportunity to attend and profit from Education; that is, that a free and appropriate public Education be provided to them, just like to all other youngsters. This was the basis for the landmark legislation known as the Individuals with Disabilities Education Act (IDEA; reauthorized in 1997), which gave all students with disabilities the right to public Education. It is believed that the fundamental right to Education will bring more pupils with SEN into ordinary schools, and that this will provide the impetus for change. As stated this will regime a number of innovations in teaching-learning processes, and will also provide pupils with SEN access to a



full curriculum inappropriate ways. To facilitate this access, it is important to provide information in Braille, on tape, through sign language, and in simple and straightforward language. Access to the content of the curriculum is further highlighted later in this paper. The goals of Education are the same for all children provided that these goals are balanced and brought in harmony with the individual needs of each child.

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DEVELOPMENT OF SELF-EFFICACY OF STUDENTS SCALE

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ABSTRACT:

Self-efficacy is defined as the belief in one's capabilities to carry out, organize and perform a task successfully. Pajares and Valiante (1997) proposed that the convictions that understudies create about their scholarly capacities help figure out what they do with the information and aptitudes they have. As indicated by them, this clarifies why understudies' scholastic results may contrast notably despite the fact that they have comparative capacity. Bandura and Schunk (1981) saw self-adequacy as individuals' judgment of their capacities to sort out and execute game-plans required to achieve assigned kinds of exhibitions. Self-efficacy is mainly a cognitive self-concept of an individual concerning his perceived capabilities in a given task. It is worthwhile to note that self-efficacy is task-specific. It means that individuals' prior experiences with the tasks help them identify their level of self-efficacies. The purpose of this article is to discuss the impact of self-efficacy of students on their academic achievement and to develop a tool to assess the self-efficacy, one which suits the present Indian conditions.



KEYWORDS: self-efficacy, education, academic achievement.

1. INTRODUCTION

Self-efficacy is defined as the belief in one's capabilities to carry out, organize and perform a task successfully. Pajares and Valiante (1997) proposed that the convictions that understudies create about their scholarly capacities help figure out what they do with the information and aptitudes they have. As indicated by them, this clarifies why understudies' scholastic results may contrast notably despite the fact that they have

comparative capacity. Bandura and Schunk (1981) saw self-adequacy as individuals' judgment of their capacities to sort out and execute game-plans required to achieve assigned kinds of exhibitions. Self-efficacy is mainly a cognitive self-concept of an individual concerning his perceived capabilities in a given task. It is worthwhile to note that self-efficacy is task-specific. It means that individuals' prior experiences with the tasks help them identify their level of self-efficacies.

2. NEED FOR THE STUDY

Self-efficacy plays a major part in determining chances for success of students. Researchers agree on the idea that individuals who perceive themselves capable on a given task will probably engage more than when they do not feel themselves competent enough (Pajares, 1996; Jackson, 2002; Ching, 2002; Margolis and McCabe, 2003). In fact some psychologists rate self-efficacy above talent in the recipe for success. Special attention is to be paid to self-efficacy when setting goals to make sure that efficacy

beliefs are in line with our aims and not working against them. Therefore as higher levels of self-efficacy will lead to students' persistence on tasks to overcome difficulties and perform better, a need is felt to assess the self-efficacy of students. Since the other available scales are also found to be outdated, a need is felt to redefine some relevant items for indicating the socio-economic status accurately and thus the initiation for the development of a scale to assess the socio-economic background of students.

3. THEORETICAL FRAMEWORK

Self-efficacy is an individual faith in one's capacity to compose and execute strategies required to achieve assigned sorts of exhibitions. Often described as task-specific self-confidence, self-efficacy has been a key component in theories of motivation and learning in varied contexts. Self-efficacy convictions decide how individuals feel, think, propel themselves and carry on. Such convictions produce these different impacts through four noteworthy procedures. They incorporate intellectual, inspirational, emotional and choice procedures. A solid feeling of viability upgrades human achievement and individual prosperity from numerous points of view. Individuals with high confirmation in their abilities approach troublesome errands as difficulties to be averted as opposed to dangers to be kept away from. Such a strong standpoint encourages natural intrigue and profound immersion in exercises. They set themselves trying objectives and keep up solid duty to them. They elevate and continue their endeavors despite disappointment. They rapidly recoup their feeling of adequacy after disappointments or misfortunes. They ascribe inability to inadequate exertion or insufficient information and abilities which are acquirable. They approach undermining circumstances with affirmation that they can exercise power over them. Such an adequate viewpoint produces individual achievements, diminishes pressure and brings helplessness down to misery.

4. DEVELOPMENT AND STANDARDIZATION OF THE SCALE

Self-efficacy Theory of Bandura (1997) follows the principle that people are likely to engage in activities to the extent that they perceive themselves to be competent at those activities. According to Staples et al. (1998), Self-efficacy Theory suggests that there are four major sources of information used by individuals when forming self-efficacy judgments. The wellsprings of self-adequacy convictions are (i) Performance Accomplishments: Personal appraisal data that depends on a person's close to home achievements.

(ii) Vicarious Experience: Gained by observing others perform activities successfully.

(iii) Social Persuasion: Activities where people are driven, through recommendation, into trusting that they can adapt effectively to explicit errands.

(iv) Physiological and Emotional States: The person's physiological or passionate states impact self-adequacy decisions, as for explicit errands.

Based on the Self-efficacy Theory of Bandura (1997) the Self-efficacy Scale has been constructed. Bandura (1977) indicates that the concept of self-efficacy has three dimensions namely, (i) Magnitude of effort (or level), (ii) Strength and (iii) Generality.

Magnitude refers to how difficult a person finds to adopt a specific behaviour or to what extent he/she maintains that behaviour. Strength reflects how certain a person is of being able to perform a specific behaviour or task. Generality refers to the degree to which self-efficacy beliefs are positively related either within a behavioural domain, across behavioural domains or time.

Initially 46 items were developed and experts were requested to content validate the scale items. This was done with a view to establishing content validity of the scale items. On the basis of the opinion and comments of the experts, 2 items had to be reframed and 5 were deleted for overall ambiguity. The final Self-efficacy Tool comprised of 41 items with Magnitude of Effort having 8 items, Strength having 17 items and Generality with 16 items.



Dimensions	Item Number
Magnitude of Effort	6,7,13,19,27,34,39,41
Strength	4,5,8,9,10,12,15,20,21,22,25,26,28,29,30,32,33
Generality	1,2,3,11,14,16,17,18,23,24,31,35,36,37,38,40

The scale has been constructed on a Likert Scale with five alternatives, namely, Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. Further the tool was subjected to Confirmatory Factor Analysis for the purpose of standardization. The Confirmatory Factor Index (CFI) was found to be 0.79, and the tool was thus standardized.

A pilot study was conducted with a sample of 30 students selected randomly at the secondary level in different systems of education. The tool was administered to them and since the tool was self-explanatory and simple, the students did not face any difficulty in completing the tool. The tool was subjected to validity check using Bentler-Bonette (1980) Coefficient of Validity. The BBN Normd Fit Index for the constructed tools was found to be 0.92. Cronbach's Alpha method is a more robust test of reliability compared to the simple test-retest method or parallel form reliability. The reliability of the instrument was established using the Cronbach's Alpha method (Cronbach, 1951), and it was found to be 0.86.

CONCLUSION

Self-efficacy is a key personal variable of Bandura's Social Cognitive Theory (SCT) Bandura's (1986), defined as an individual's belief in his or her own ability to organize and implement action to produce the desired achievements and results (Bandura, 1997). Educational researchers have paid plenty of attention to this construct (Michaelides, 2008). Prior studies have provided strong evidence that self-efficacy is a positive predictor of performance outcomes in different subjects (Schunk et al., 2008; Usher and Pajares, 2008). For instance, Usher and Pajares (2008) argued that self-efficacy predicts students' academic achievement across academic areas and levels. Despite there being considerable evidence to support the direct effects of self-efficacy beliefs on academic achievement, a need is felt to develop a tool to assess the self-efficacy of students and so a tool has been developed based on Bandura's Theory. The scale was developed and standardized for the purpose of present and future researches.

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Appendix Self-efficacy of Students Scale

Here some statements pertaining to perception of your self-efficacy are given. For every statement you have to express your views by making (✓) on any one cell of the five alternatives. There is no right and wrong answer, so please give your response on all the items. Please use the response codes.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

S.No.	Statement	5	4	3	2	1
1	I am able to judge the practicality of any task					
2	I am very active in the classroom proceedings					
3	I am a self starter					
4	I believe that hardships mould me better					
5	I am not disturbed by adversities					
6	I calmly work out a solution for every problem I face					
7	I set my goals and work towards them					
8	I give my best to complete any task given to me					
9	I never procrastinate					
10	I never shrug tasks but take them up with full vigour					
11	I plan every move I make					
12	I do not give up					
13	I persist longer when faced with difficulty					
14	I seek more challenging learning experiences					
15	I am intrinsically motivated					
16	I quickly discard a faulty strategy					
17	I owe my success to ability and strategic effort					
18	I have a keen eye for details					
19	I work towards perfection					
20	I grab every opportunity to learn					
21	I critically analyse data					
22	I question conventional ideas					
23	I love creative problem-solving					
24	I hold values dear to my heart					
25	I am never influenced by the views of others					
26	I take decisions independently					

S.No.	Statement	5	4	3	2	1
27	I organize my learning schedule					
28	I am meticulous in my school work					
29	I have tremendous assurance in my capabilities					
30	I am deeply engrossed in any school work I undertake					
31	Failure teaches me how "not to be"					
32	I work out situations to my favour					
33	I am at peace with myself					
34	I am spontaneous in participating in competitions.					
35	I have a wide range of interests and I develop them constantly					
36	I maintain good personal relationships with my friends					
37	I attend classes regularly					
38	I collect additional learning material apart from the text book					
39	I do not escape from difficult tasks but rather attempt to master them					
40	I enjoy thinking out of the box					
41	When a teacher scolds me, I am not discouraged but try to correct myself					



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Self-Regulated Learning, Parental Involvement, And Academic Achievement Of Students At The Secondary Level

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ABSTRACT

The present study investigates the relationship between self-regulated learning, parental involvement and academic achievement of the students at the secondary level. Survey method is used to select a sample of 979 students at the secondary level. The research tools used are Self-regulated Learning Scale (Archana Kumari and Chamundeswari 2015), Parental Involvement Scale (PIS) (Chopra and Sahoo, 2006) and Academic Achievement test to assess students' academic achievement. The results of the statistical analyses show a significant correlation between self-regulated learning, parental involvement and academic achievement of the students at the secondary level. A significant difference is found between students in different categories of schools and gender pertaining to self-regulated learning, parental involvement and academic achievement at the secondary level.

Keywords: Self-Regulated Learning, Parental Involvement and Academic Achievement



1. INTRODUCTION

Education aims to make students more intelligent and optimistic, not only to acquire knowledge throughout their lives. In a society that requires lifelong learning, the ability to steer one's own learning is becoming more and more important to be successful in academic as well as in non-academic contexts (Kremer-Hayon and Tillema, 1999; Zimmerman, 2002).

Several types of resources can be seen in the learning phase: a collection of cognitive and psychosocial resources, such as his academic abilities; his motivation and behaviours; and the set of learning opportunities offered by the school. Many researchers (Tross, Harper, Osher and Kneidinger, 2000; Conard, 2006; Noffle and Robins, 2007; O'Connor and Paunonen, 2007; Komarraju, Karau, and Schmeck, 2009; Poropat, 2009) have concluded that specific personality factors explain additional variance in the academic presentation of students. The student background characteristics and previous academic achievement with the supporting factors like self-regulated learning and parental involvement control the performance of the students.

Self-regulation refers to the students' ability to setting goals, planning activities, monitoring progress, controlling and regulating their own cognitive activities and actual behaviour (Pintrich and others, 1993). Planning activities include analysis of the task, choosing strategies and making decisions on specific behaviours. Monitoring stands for comparing progress against goals or standards in order to guide the following actions. For instance, a type of self-regulatory strategy for reading occurs when a student slows the pace when confronted with more difficult or less familiar text (Tanner and Jones, 2003).

Parental involvement in Education has many faces and assumes varying degrees (Vaden-Kierman and McManus, 2005). Research findings suggest that parents' attitudes, along with their behaviour and activities with regard to their children's education, do affect academic achievement in a positive way (Hui-Chen Huang and Mason, 2008). There appears to be a

general agreement about the effects the family can have by being involved with their children's Education. Students earn higher grades, they enroll in higher education, and their attitude towards school becomes more positive if the family, the community and school all work together (Henderson and Mapp, 2002). In addition, Henderson and Berla (1994) claim that parental involvement in their children's education affects their school attendance, more students graduate and the behaviour of student's improve.

2. NEED FOR THE CURRENT RESEARCH

Intellectual capacity is widely regarded to anticipate academic achievement (Poropat, 2009). Previous research has established the most reliable indicator of perseverance in learning (Gottfredson, 1997; Pascarella and Terenzini, 2005). Though, intellectual ability is also not a guarantee of success in completing school or higher education. There are many empirical studies that show that ability, intellect and IQ are not important predictors of achievement in the future and are not significant predecessors of success (Duckworth and Seligman, 2005; Duckworth et al., 2007; Dweck, 2007; de Vera, Gavino and Portugal, 2015). If students with less academic ability are able to conduct similarly well compared to students with more academic skills, there may be other more accurate academic achievement measures. Duckworth et al. (2007) argued that achievement results from a combination of innate talent and effort. In other words, success is not solely based on the learner's abilities but rather on the combination of cognitive ability and personality traits, deliberate practice and environmental conditions.

Although the attention to intellectual ability on academic achievement is recognized and even required, a growing awareness of the inferiority of intellectual ability to forecast all aspects of academic achievement and performance later on in life remains unclear. Thus a need is felt to investigate certain personal and environmental variables, such as self-regulated learning and parental involvement and their contribution in determining the academic achievement of students.

3. REVIEW OF RELATED LITERATURE

Studies reviewed pertaining to the present study have been compiled and presented below under appropriate headings.

3.1 Studies related to Academic Achievement

Parents and teachers alike are very much concerned about the students' performance in the various public examinations which are being held at different levels and at different periods of the year. That these examinations attract so much interest and attention is nothing unusual because success or failure in these examinations may well prove to be the vital determinant of the course a student will have to take.

Lounsbury and Ridgitel (2004) conducted a study on predicting academic success in relation to general intelligence, big five personality traits, and work drive. The sample comprised 140 undergraduate college students of the south-eastern University of America. Data was gathered using the general intelligence scale. Through the results, general intelligence was found to predict both course grade and grade point average. The results also indicated that intelligence had a significant relationship with academic achievement.

Suleman and others (2014) conducted a study to determine the factors that affect students' academic performance at tertiary institutions with the view of enhancing learning. The survey was adopted as the research method for the study. A sample of 670 students (363 men, 307 women; age range 17-38 years) from the University of Ghana, Kwame Nkrumah University of Science and Technology, and the University for Development Studies, Ghana, were included. The analyses revealed that the major factor affecting a student's academic performance was infrastructure provision. The regression analysis further showed a strong relationship between the provision of educational infrastructural facilities and academic performance.

In view of the above, many studies have been conducted to assess the possible factors which affect student's academic achievement. It has been proven by many researchers that there are many and varied factors



which are contributory towards a student's success or failure in the examinations. Among the various factors which are most commonly cited are intelligence, emotional correlates, motivation, personality, creativity, self-concept, socio-economic background, school milieu, parental involvement, teacher's prophecy and so on. The studies analyzed relating to student academic achievement are collected and summarized below.

3.2 Studies related to Self-regulated Learning and Academic Achievement

Self-regulated learners are individuals who are metacognitively, motivationally, and behaviourally active participants in their own learning process.

Self-regulation has been found to be positively correlated to achievement, with highly self-regulated students being more motivated to use planning, organizational, and self-monitoring strategies than low self-regulated students (Pintrich and De Groot, 1990). Pintrich and others (1994) have articulated a model of student cognition, which argued that students regulate their cognition by using motivational strategies in addition to cognitive and meta-cognitive strategies.

Janagam and others (2011) conducted a Quasi-Experiment study to examine the efficiency of task-based Learning and traditional instructional approaches on various facets of students self-regulated education, including motivation and learning strategies with the help of motivated strategies learning questionnaire. Participants included 61 Periyar University post-graduate students from 2 intact classes (Task-based Learning and non-Task-based Learning) Instructed by the same environmental Economics teacher. Non-TBL group was given teacher-centred, textbook oriented traditional instruction, and the experimental group was given task - based learning in which students worked with ill-structured problems. Results revealed that Task-based Learning students had higher levels of intrinsic goal orientation, task value, and use of elaboration learning strategies, critical thinking, metacognitive self-regulation, effort regulation and peer

learning as compared to the control-group students.

Jahedi (2012) explored and identified the relationship between motivational beliefs (self-efficacy, intrinsic value, test anxiety) and self-regulated strategies (cognitive strategy and self-regulation) and academic achievement (marks obtained by students in four test conducted during that academic year) of school students. Data was collected from 8th standard students in the age group of 12 to 15 years of English medium schools in Pune city. The major findings showed a significant correlation between motivational belief components and self-regulated learning components of the students. Further, all components of motivation and self-regulated learning strategies proved to influence the academic achievement of students.

3.3 Studies related to Parental Involvement and Academic Achievement

On parental involvement and academic achievement, studies have shown to date that the two constructs seem to be positively related. Findings have demonstrated that parent's involvement in the education of the children has been found to be of benefit to parents, children, and schools (Campbell, 1995; Tella and Tella 2003).

Zang and Carrasquillo (1995) also similarly remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. Similarly, children of passive parents were found to perform poorly academically. As a matter of fact, McMillan (2000a) noted that parental pressure has a positive and significant effect on public school performance. This becomes particularly obvious when the exactness of parental pressure is brought to bear on the children's academic performance.

Yan (2000) conducted a between-group study of parental involvement, comparing three samples that included 6459 students drawn



from the national educational longitudinal study-88 of the University of Pennsylvania. The groups comprised successful Afro-American students, successful Euro- American students and unsuccessful Afro-American students. Once the background variable of social class was factored out, parental involvement became a significant discriminating factor between groups. Results demonstrated that parental involvement influenced academic success positively.

Devi and Mayuri (2003) investigated the family and school factors that affect the academic achievement of residential school children studying in the ninth and tenth classes. Data from the sample of 120 students of Hyderabad city was collected through an interview schedule developed by the investigator to study the family factors. The outcomes of the study revealed family factors like parental aspirations and socio-economic status to be a significant contributor to academic achievement.

Sunitha (2005) examined the academic learning environment of students from aided and unaided co-educational high schools. A sample constituting 240 students from the schools of Dharwad city was chosen for the study. Data were collected by administering the Home Learning Environment Scale developed by the researcher and academic achievement was taken as average percentage marks of the previous year and two semesters of the current year of the students. Family size was found to have a negative influence on the academic learning environment, whereas the home learning environment was found to have a significant and positive relationship with the academic achievement of students.

Lakshmi and Minakshi (2006) studied perceived parental behaviour as related to students' academic school success and competence on a sample of 500 high school students comprising 250 male and 250 female students of Varanasi city. Data were collected by administering adolescent's perception of parental behaviour questionnaire and academic competence scale developed by the researcher and associates. School success was assessed by marks obtained in the high school board examination. Results of the study revealed parental acceptance and encouragement scores to be

positively related to academic success. Parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence.

4. STATEMENT OF THE PROBLEM

The review done from the available relevant literature, relating to the present research area, led the investigator to conceptualize the problem in an endeavor to fill in the lacunae found.

Thus the problem is stated as here under:

Self-regulated Learning, Parental Involvement, and Academic Achievement of Students at the Secondary Level

The problem thus stated warranted formulation of hypotheses.

5. OBJECTIVES OF THE STUDY

The major objectives of the present study are as follows:

- (i) To investigate if there is any significant relationship between self-regulated learning, parental involvement and academic achievement among students in government, government-aided and private schools at the secondary level;
- (ii) To investigate if there is any significant difference in self-regulated learning, parental involvement and academic achievement among students in government, government-aided and private schools at the secondary level;
- (iii) To investigate if there is any significant difference in self-regulated learning among boys and girls in government, government-aided and private schools at the secondary level;
- (iv) To investigate if there is any significant difference in parental involvement among boys and girls in government, government-aided and private schools at the secondary level;

- (v) To investigate if there is any significant difference in academic achievement among boys and girls in government, government-aided and private schools at the secondary level;

6. HYPOTHESES

- (i) There is a significant relationship between self-regulated learning, parental involvement and academic achievement among students in government, government-aided and private schools at the secondary level;
- (ii) There is no significant difference in self-regulated learning, parental involvement and academic achievement among students in government, government-aided and private schools at the secondary level;
- (iii) There is no significant difference in self-regulated learning among boys and girls in government, government-aided and private schools at the secondary level;
- (iv) There is no significant difference in parental involvement skills among boys and girls in government, government-aided and private schools at the secondary level;
- (v) There is no significant difference in academic achievement among boys and girls in government, government-aided and private schools at the secondary level;

7. METHOD OF INVESTIGATION

The method of investigation has been designed on the basis of the problem, assumptions and hypotheses formulated and it also warranted a psychometrically sound design, procedure, tools and execution. The investigation was planned to verify hypotheses using suitable tools and appropriate statistics for data processing.

7.1 Research Design

The present study deals with the analyses of self-regulated learning, parental involvement and academic achievement of students at the



secondary level in different categories of schools, namely, government, government-aided and private schools.

7.2 Population and Sample Characteristics

The study has been aimed at the population of students at the secondary level, belonging to different categories of schools, namely, government, government-aided and private schools. Random sampling method has been intended for obtaining the sample.

7.3 Tools used for the Study

The research tool used for the present study to analyze the student self-regulated learning, parental involvement and academic achievement among students in different categories of schools, namely, government, government-aided and private schools at the secondary level are Self-regulated Learning Scale (Archana Kumari and Chamundeswari 2015), Parental Involvement Scale (PIS) (Chopra and Sahoo, 2006) and Academic Achievement Test.

8. ANALYSES OF DATA

The result of the analyses of data collected are compiled and presented in tables below:

Statistical analyses will be based on the hypotheses formulated for the present study. It is envisaged to be multivariate statistical analyses as the study includes multiple variables.

Table-1: Analysis Correlation between the Select Variables of Students at the Secondary Level

Variables	Self-regulated Learning	Parental Involvement	Academic Achievement
Self-regulated Learning	1	0.53*	0.52*
Parental Involvement	X	1	0.74**
Academic Achievement	X	X	1

*significant at 0.05 level

**significant at 0.01 level

In the above table, it is seen that there is a significant correlation between all select variables, namely, independent variables, self-regulated



learning, parental involvement and the dependent variable, academic achievement.

Table-2: Analysis of Variance of Self-Regulated Learning, Parental Involvement and Academic Achievement of Boys in different Categories of Schools at the Secondary Level

Variables	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	Fvalue	Level of Significance
Self-Regulated Learning	Between Groups	2	75081.98	37540.99	210.18	0.001
	Within Groups	480	85735.54	178.62		
	Total	482	160817.52	-		
Parental Involvement	Between Groups	2	17880.46	8940.23	272.64	0.001
	Within Groups	480	15739.99	32.79		
	Total	482	33620.45	-		
Academic Achievement	Between Groups	2	39665.06	19832.53	404.91	0.001
	Within Groups	480	23510.55	48.98		
	Total	482	63175.61	-		

On comparing the boys in different categories of schools, namely, government, government-aided and private schools it is evident that there exists a significant difference between them pertaining to the variables, self-regulated learning, parental involvement and thereby academic achievement.

The following tables, 2a, 2b and 2c have clearly given the nature and direction of difference for explanation of the difference.

Table-2a: Summary of Significance of Mean Difference between Boys in Government and Government-aided Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Self-Regulated Learning	Government	159	16.70	1.32	116.50	1.64	18.13	0.001
	Government-aided	160	12.35	0.98	146.30			
Parental Involvement	Government	159	70.23	6.44	0.51	0.66	21.80	0.001
	Government-aided	160	84.51	5.21	0.41			
Academic Achievement	Government	159	52.20	6.20	0.49	0.77	28.40	0.001
	Government-aided	160	74.06	7.49	0.59			

On comparing the boys in government and government-aided schools, it is observed that the boys in aided schools are significantly better pertaining to self-regulated learning whereas girls are found to be better in parental involvement and the dependent variable academic achievement.

Table-2b: Summary of Significance of Mean Difference between Boys in Government and Private Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Self-Regulated Learning	Government	159	116.50	16.70	1.32	1.54	13.78	0.001
	Private	164	137.73	10.34	0.81			
Parental Involvement	Government	159	70.23	6.44	0.51	0.66	16.61	0.001
	Private	164	81.26	5.48	0.43			
Academic Achievement	Government	159	52.20	6.20	0.49	0.75	19.65	0.001
	Private	164	66.95	07.23	0.57			

On comparing the boys in government and private schools, it is observed that the boys in private schools are significantly better than the boys in government schools. Private schools are managed by private trust/ society and are not dependent on the government for any financial support. All expenses and maintenance of instructional and infrastructure facilities are maintained by the Management. As a result they are able to provide adequate and required learning environment and experiences to the students. Further the parents of the students in private schools are well educated and are placed in relatively better jobs when compared to the students in government schools. As a result the boys in private schools develop adequate knowledge and skills and perform better in their academics.

Table-2c: Summary of Significance of Mean Difference between Boys in Government-aided and Private Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Self-regulated Learning	Government-aided	160	146.30	12.35	0.98	1.26	6.78	0.001
	Private	164	137.73	10.34	0.81			
Parental Involvement	Government-aided	160	84.51	5.21	0.41	0.59	5.47	0.001
	Private	164	81.26	5.48	0.43			
Academic Achievement	Government-aided	160	74.06	7.49	0.59	0.82	8.70	0.001
	Private	164	66.95	7.23	0.57			

On comparing the boys in government-aided and private schools, it is observed that the boys in government-aided schools perform better than the boys in private schools. Though the private schools may have better infrastructure facilities, the parents from government-aided schools show much interest and involvement in their child's education and monitor their performance regularly than the parents of the private schools boys who spend less time with their children because of their busy schedule. As a result the government-aided school boys are able to perform better when compared to the boys in private schools.

Table-3: Analysis of Variance of Self-regulated Learning, Parental Involvement and Academic Achievement of Girls in different Categories of Schools at the Secondary Level

Variables	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	Fvalue	Level of Significance
Self-regulated Learning	Between Groups	2	57858.40	28929.20	151.94	0.001
	Within Groups	493	93863.87	190.39		
	Total	495	151722.27	-		
Parental Involvement	Between Groups	2	9693.13	4846.57	129.98	0.001
	Within Groups	493	18383.08	37.29		
	Total	495	28076.21	-		
Academic Achievement	Between Groups	2	32774.40	16387.20	256.36	0.001
	Within Groups	493	31514.023	63.92		
	Total	495	64288.423	-		

The variables, manifesting differences among students in the three groups of girls in different categories of schools necessitated further analysis using critical ratios. The results are presented in tables (Table-3a, 3b and 3c).

Table - 3a Summary of Significance of Mean Difference between Girls in Government and Government-aided Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Self-regulated Learning	Government	166	126.86	13.74	1.07	1.70	14.97	0.001
	Government-aided	166	152.33	17.09	1.33			
Parental involvement	Government	166	76.15	7.47	0.58	0.72	13.67	0.001
	Government-aided	166	86.03	5.57	0.43			
Academic Achievement	Government	166	58.80	9.02	0.70	1.00	18.09	0.001
	Government-aided	166	76.89	9.21	0.72			

On comparing the girls in government and government-aided schools, it is observed that the girls in aided schools are significantly better in their self-regulated learning, parental involvement, and thereby their academic achievement also.

Table-3b: Summary of Significance of Mean Difference between Girls in Government and Private Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Self-regulated Learning	Government	166	126.86	13.74	1.07	1.30	14.45	0.001
	Private	164	145.62	9.44	0.74			
Parental Involvement	Government	166	76.15	7.47	0.58	0.70	2.49	0.001
	Private	164	84.89	4.99	0.39			
Academic Achievement	Government	166	58.80	9.02	0.70	0.81	20.12	0.001
	Private	164	74.98	5.01	0.39			

On comparing the girls in government and private schools as discussed earlier in the case of the boys due to better infrastructural and instructional facilities in private schools, the girls in private schools are significantly better than their counterparts in government schools pertaining to all variables, self-regulated learning, parental involvement and academic achievement.

Table-3c: Summary of Significance of Mean Difference between Girls in Government-aided and Private Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Self-regulated Learning	Government-aided	166	152.33	17.09	1.33	-1.52	4.41	0.001
	Private	164	145.62	9.44	0.74			
Parental Involvement	Government-aided	166	86.03	5.57	0.43	0.58	1.96	NS
	Private	164	84.89	4.99	0.39			
Academic Achievement	Government-aided	166	76.89	9.21	0.72	0.82	2.34	0.005
	Private	164	74.98	5.01	0.39			

Like in the case of the boys in the case of the girls also, on comparing them in government-aided and private schools, it is observed that the girls in aided schools are significantly better than the girls in private schools pertaining to the variables, self-regulated learning, parental involvement, and academic achievement. Thus it is very evident that though the infrastructure facilities in private schools are significantly better than that in the aided schools due to better exposure of the government programmes arranged for students the boys make use of all the facilities to enrich their learning with the help of their parents who are concerned about their future.

9. DISCUSSION

Most attempts have been made to improve the academic achievements of students many committed teachers and parents have always been concerned that their students and children will be as successful as possible. Individual differences play a significant role in academic achievement of students. The problem of low academic achievement has been addressed many time and certain factors are identified in the explanation of academic performance. Among the numerous variables researched, demographic status (Casanova, Garcia-Linares, de la Torre, and de la Villa Carpi, 2005; Ray,2010; O'Sullivan, 2009), intelligence (Deary, Strand, Smith and Fernandes, 2007), behavioural characteristics (Ergul,

2004; Lane, Barton-Arwoo, Nelsonz, and Wehby, 2008), and psychological factors, namely, attitudes (Erdogan, Bayram, and Deniz, 2008;), have been used to explain academic achievement.

On looking into the results of the analyses of data collected from boys in government schools, it is observed that all independent variables, namely, self-regulated learning and parental involvement correlate positively and significantly with the dependent variable, academic achievement.

On comparing the boys and girls in each category of schools, namely, government, government-aided and private schools, it is observed that the girls are significantly better than the boys in the same schools pertaining to the independent variables, namely, self-regulated learning and parental involvement and the independent variable, academic achievement.

On comparing the boys in different categories of schools, namely, government, government-aided and private schools, it is observed that the boys in government-aided schools are better than the boys in government and private schools pertaining to the variables, self-regulated learning and parental involvement, as a result their academic achievement is also found to be better. It is surprising results, that though the infrastructural and instructional facilities are better in private schools, the aided schools that are governed by Management, make the best use of all facilities made available by the Government and give intense training to their students along with the help of their parents.

Similar to the case of the boys, on comparing the girls in different categories of schools it is observed that the girls in the government-aided schools are significantly better when compared to the students in government and private schools pertaining to both the independent and dependent variables.

10. CONCLUSION

Self-regulated learning helps students get to know themselves, become wise and determinant in their learning-oriented approaches



(Zimmeman, 1990). Students getting to know themselves can be viewed as a process that is associated with meta-cognitive skills, acquiring knowledge with cognitive skills, and obtaining the ability to motivate them and manages their environment effectively. Thus, teaching adolescents to become self-regulated learners may require educators to shift their own beliefs and practices as well as to build their pedagogical skills and strategies to support student learning in new ways. It may be necessary to consider academic behaviour, perseverance and skill development as creations of school and classroom environments with the help of parents rather than as personal qualities that students bring to school with them.

Further, parents' involvement are very influential in an individual life especially at the adolescence stage. Parents play a vital role in shaping the personality of the children. Because of parents, their way of looking at life may influence one to change oneself. Since adolescents spend time with others, it is no surprise that parents are playing a major role in young people's lives. During their teens, it is important for the students to be monitored by their parents in guiding them academically so that it will influence the future point of life. It is therefore recommended that parents are also advised to give considerable time to their children to understand their needs.

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PERSEVERANCE, DECISION MAKING SKILLS AND ACADEMIC ACHIEVEMENT OF STUDENTS AT THE SECONDARY LEVEL

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ABSTRACT

The present study investigates the relationship between perseverance, decision making skills, and academic achievement of students at the secondary level. Survey method is used to select a sample of 979 students at the secondary level. The research tools used are Student Perseverance Scale (Developed by the Investigators), Decision making Skills Inventory (Developed by the Investigators) and Academic Achievement test to assess students' academic achievement. The results of the statistical analyses show a significant correlation between perseverance, decision making skills, and academic achievement of the students at the secondary level. A significant difference is found between students in different categories of schools and gender pertaining to perseverance, decision making skill, and academic achievement at the secondary level.

Keywords: Perseverance, Decision making Skills, and Academic Achievement.

PERSEVERANCE, DECISION MAKING SKILLS AND ACADEMIC ACHIEVEMENT OF STUDENTS AT THE SECONDARY LEVEL

1. INTRODUCTION

Education aims to enable students not only to acquire knowledge but also to become capable and enthusiastic lifelong learners. In a society that requires lifelong learning, the ability to steer one's own learning is becoming more and more important to be successful in academic as well as in non-academic contexts (Kremer-Hayon and Tillema, 1999; Zimmerman, 2002). Prior research has found that learning is more likely to be effective where a student plays a proactive role in the learning process.

Educational institutions nowadays are confronted with a number of complex, educational difficulties. Meeting the educational needs of the heterogeneous student population and increasing retention and dropout rates is an important challenge for educational institutions. To cope with these challenges, schools and school education





authorities increasingly devote attention to target students' perseverance and/or the strategies they apply when engaging in learning.

In the lives of students, making decisions plays a vital role. It distracts the students from making the mistake that controls the students and saves their career. In the life of students, there is the opportunity to differentiate among options and requirements. This encourages self-determination and perseverance in order to achieve their goals. Many researchers (Tross, Harper, Osher and Kneidinger, 2000; Conard, 2006; Nofle and Robins, 2007; O'Connor and Paunonen, 2007) have concluded that specific personality factors explain additional variance in the academic performance of students, when controlling for student background characteristics and previous academic achievement. The present study focuses on the perseverance, decision making skills, and academic achievement of students at the secondary level.

2 NEED FOR THE CURRENT RESEARCH

Intellectual capacity is widely regarded to anticipate academic achievement (Poropat, 2009). Previous research has established the most reliable indicator of perseverance in learning (Hartigan and Wigdor, 1989; Gottfredson, 1997; Pascarella and Terenzini, 2005; Duckworth et al., 2007). Although, intellectual ability is a guarantee of success in completing school or higher education, there are many empirical studies shows that ability, intellect and IQ are not important predictors of achievement in the future and are not significant predecessors of success (Duckworth and Seligman, 2005; Duckworth et al., 2007; Dweck, 2007; de Vera, Gavino and Portugal, 2015). If students with less academic ability are able to conduct similarly well compared to students with more academic skills, there may be other more accurate academic achievement measures. Duckworth et al. (2007) argued that achievement results from a combination of innate talents and effort. In other words, success is not solely based on the learner's abilities but rather on the combination of cognitive ability and personality traits, deliberate practice and environmental conditions.


Although the attention to intellectual ability on academic achievement is recognized and even required, a growing awareness of the inferiority of intellectual ability to forecast all aspects of academic achievement and performance later on in life remains unclear. Thus a need is felt to investigate certain personal and environmental variables, such as perseverance, decision making skills, and their contribution in determining the academic achievement of students.

3. REVIEW OF RELATED LITERATURE

Studies reviewed pertaining to the present study have been compiled and presented below under appropriate headings.

3.1 Studies Related to Academic Achievement

Education, especially formal education, has been given great importance in developing countries not only as a means of promoting knowledge and developing citizenship but also as a tool of upward social mobility. As a result, it is not unusual that success in public examinations conducted by the government or other recognized authorities are


PRINCIPAL 788

considered a passport for future improvement and advancement.

Kazmi (2011) conducted the study to evaluate the impact of a father's style of dealing with their children at home and their academic achievement at school. The sample of the study consisted of 300 students, 300 fathers and 20 teachers drawn randomly from urban and rural areas of district Mansehra of Pakistan. The results of this study revealed fathers' involvement to have a positive significant relationship with academic achievement.

The study revealed that general mental ability, home environment, interest and the academic achievement are significantly and positively correlated. The high score of girls indicated that they are superior to boys. In the study conducted by Archana (2017), investigating the Science learning skills and its impact on the academic achievement of students at the secondary level, a significant positive correlation was observed between the variables. Similar studies were conducted by Parvathy (2017) and Dhurkkadevi (2018).

3.2 Studies Related to Perseverance and Academic Achievement

The most widely researched and recorded factor in learning is perhaps intelligence. Nevertheless, various studies indicate that in particular through personal disposition and working practices, education and student achievement can be better explained than intelligence. There is a wide range of cognitive and metacognitive mechanisms influencing both thinking and understanding which have a great impact on how well different things are learned. Personal qualities associated with higher performance are perseverance, striving, persistence and determined task accomplishment. These qualities can also compensate for some capacity deficiencies to some extent, and it is known that perseverance is an important factor in promoting student achievement. Students with low potential (i.e. cognitive skills), but with high perseverance, perform better than students with high potential and low perseverance according to various school surveys. Studies related to students perseverance and academic achievement were reviewed and described below.

Perseverance and passion together is termed as grit, which is essential for achievement of long-term goals. It can involve working through challenges, over a period of years, against tremendous odds, and despite periods of plateau progress (Duckworth et al., 2007). Grit provides the individual with the ability to see a goal through to the end even though that may take years and entail experiencing disappointments and setbacks. Some synonyms for grit are tenacity, persistence, resilience, stamina, and perseverance (Reed and Jeremiah, 2017).

Crede et.al (2016) conducted a meta-analytic synthesis of prior empirical research on grit and summarized data from 88 independent samples and over 66,000 individuals and found that grit is only weakly related to success and almost identical to the personality trait known as conscientiousness. It is also concluded that the contribution of grit to the prediction of success is very limited; the combination of passion and perseverance into an overall grit construct could not be justified.

3.3 Studies Related to Decision Making Skill and Academic Achievement

Many educators see the improvement of student decision making skills as a critical element of secondary school syllabus restructuring attempts. Teachers feel that better



decision making can improve learning habits and support the objectives of classroom learning. Parents and prospective employers find decision making ability as a key element of productive and independent behaviour. Given this widespread belief, nothing has been done to bring decision making skills to the classroom. The research studies related to decision making skills has been analyzed and described below.

Sougari (2011) reported the findings of a study that investigated student-teachers' decision making skills when deciding to depart from their lesson plan during their practicum. The findings indicated that student-teachers diverted from their lesson plans when the situations called for such changes and that the actual teaching impinged upon their decision making skills.

The study by Bala et al. (2017) aimed to analyze the relationship between decision making styles and academic achievement of secondary school students. For the purpose, 500 subjects (male and female) were selected randomly from senior secondary schools situated in four districts of Haryana. The findings of the study indicated that better decision making skills are sure to improve their academic performance.

4 STATEMENT OF THE PROBLEM

The review done from the available relevant literature, relating to the present research area, led the investigator to conceptualize the problem in an endeavor to fill in the lacunae found.

Thus the problem is stated as here under:

Perseverance, Decision making Skills, and Academic Achievement of Students at the Secondary Level

The problem thus stated warranted formulation of hypotheses.

5. OBJECTIVES OF THE STUDY

The major objectives of the present study are as follows:

- (i) To investigate if there is any significant relationship between perseverance, decision making skills and academic achievement among students in government, government-aided and private schools at the secondary level;
- (ii) To investigate if there is any significant difference in perseverance, decision making skills and academic achievement among students in government, government-aided and private schools at the secondary level;
- (iii) To investigate if there is any significant difference in perseverance among boys and girls in government, government-aided and private schools at the secondary level;
- (iv) To investigate if there is any significant difference in decision making skills among boys and girls in government, government-aided and private schools at the secondary level;
- (v) To investigate if there is any significant difference in academic achievement among boys and girls in government, government-aided and private schools at the secondary level;

6. HYPOTHESES

- (i) There is no significant relationship between perseverance, decision making skill and

academic achievement among students in government, government-aided and private schools at the secondary level;

- (ii) There is no significant difference in perseverance, decision making skill and academic achievement among students in government, government-aided and private schools at the secondary level;
- (iii) There is no significant difference in perseverance among boys and girls in government, government-aided and private schools at the secondary level;
- (iv) There is no significant difference in decision making skills among boys and girls in government, government-aided and private schools at the secondary level;
- (v) There is no significant difference in academic achievement among boys and girls in government, government-aided and private schools at the secondary level.

7. METHOD OF INVESTIGATION

The method of investigation has been designed on the basis of the problem, assumptions and hypotheses formulated and it also warranted a psychometrically sound design, procedure, tools and execution. The investigation was planned to verify hypotheses using suitable tools and appropriate statistics for data processing.

7.1 Research Design

The present study deals with the analyses of perseverance, decision making skill and academic achievement of students at the secondary level in different categories of schools, namely, government, government-aided and private schools.

7.2 Population and Sample Characteristics

The study has been aimed at the population of students at the secondary level, belonging to different categories of schools, namely, government, government-aided and private schools. Random sampling method has been intended for obtaining the sample.

7.3 Tools used for the Study

The research tool used for the present study to analyze the student perseverance, decision making skill and academic achievement among students in different categories of schools, namely, government, government-aided and private schools at the secondary level are Student Perseverance Scale (Developed by the Investigator), Decision Making Skill Inventory (Developed by the Investigator) and Academic Achievement Test.

8. ANALYSES OF DATA

The result of the analyses of data collected are compiled and presented in tables below.

Statistical analyses will be based on the hypotheses formulated for the present study. It is envisaged to be multivariate statistical analyses as the study includes multiple variables.

Table-1: Analysis Correlation between the Select Variables of Students at the Secondary Level

Variables	Perseverance	Decision making Skills	Academic Achievement
Perseverance	1	0.34**	0.39**

Decision making Skills	X	1	0.29
Academic Achievement	X	X	1

*significant at 0.05 level

**significant at 0.01 level

In the above table, it is seen that there is a significant correlation between all select variables, namely, independent variables, perseverance, decision making skills and the dependent variable, academic achievement. **Table-2: Analysis of Variance of Perseverance, Decision making Skills and Academic Achievement of Boys in different Categories of Schools at the Secondary Level**

Variables	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F value	Level of Significance
Perseverance	Between Groups	2	27128.22	13564.11	96.71	0.001
	Within Groups	480	67323.41	140.26		
	Total	482	94451.63	-		
Decision making Skill	Between Groups	2	15508.76	7754.38	94.41	0.001
	Within Groups	480	39424.262	82.134		
	Total	482	54933.02	-		
Academic Achievement	Between Groups	2	39665.06	19832.53	404.91	0.001
	Within Groups	480	23510.55	48.98		
	Total	482	63175.61	-		

On comparing the boys in different categories of schools, namely, government, government-aided and private schools it is evident that there exists a significant difference between them pertaining to all variables, perseverance, decision making skill and academic achievement.

The following tables, 2a, 2b and 2c have clearly given the nature and direction of difference for explanation of the difference.

**Table-2a: Summary of Significance of Mean Difference between Boys in Government and Government-aided Schools at the Secondary Level**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Perseverance	Government	159	98.95	14.20	1.13	1.53	11.36	0.001
	Government-aided	160	116.28	13.03	1.03			
Decision making Skill	Government	159	78.09	12.88	1.02	1.13	12.20	0.001
	Government-aided	160	91.88	6.19	0.49			
Academic Achievement	Government	159	52.20	6.20	0.49	0.77	28.40	0.001
	Government-aided	160	74.06	7.49	0.59			

On comparing the boys in government and government-aided schools, it is observed that the boys in aided schools are significantly better pertaining to all independent variables, perseverance, decision making skill, and thereby the dependent variable also their academic achievement.

Table-2b: Summary of Significance of Mean Difference between Boys in Government and Private Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Perseverance	Government	159	98.95	14.20	1.13	1.25	11.31	0.001
	Private	164	113.05	7.21	0.56			
Decision making Skill	Government	159	78.09	12.88	1.02	1.13	7.65	0.001
	Private	164	86.77	6.60	0.52			
Academic Achievement	Government	159	52.20	6.20	0.49	0.75	19.65	0.001
	Private	164	66.95	07.23	0.57			

On comparing the boys in government and private schools, it is observed that the boys in private schools are significantly better than the boys in government schools. Private schools are managed by private trust/ society and are not dependent on the government for any financial support. All expenses and maintenance of instructional and infrastructure facilities are maintained by the Management. As a result they are able to provide adequate and required learning environment and experiences to the students. Further the parents of the students in private schools are well educated and are placed in relatively better jobs when compared to the students in government schools. As a result the boys in private schools develop adequate knowledge and skills and perform better in their academics.

Table-2c: Summary of Significance of Mean Difference between Boys in Government-aided and Private Schools at the Secondary Level



Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Perseverance	Government-aided	160	116.28	13.03	1.03	1.17	2.77	0.001
	Private	164	113.05	7.21	0.56			
Decision Making Skills	Government-aided	160	91.88	6.19	0.49	0.71	7.19	0.001
	Private	164	86.77	6.60	0.52			
Academic Achievement	Government-aided	160	74.06	7.49	0.59	0.82	8.70	0.001
	Private	164	66.95	7.23	0.57			

On comparing the boys in government-aided and private schools, it is observed that the boys in government-aided schools perform better than the boys in private schools. Though the private schools may have better infrastructure facilities, the aided schools who are dependent on the government for salary of their teaching and non-teaching support staff, are able to expose their students to training and coaching with the help of government facilities and as a result their boys are able to perform better when compared to the boys in private schools.

Table-3: Analysis of Variance of Perseverance, Decision making Skill and Academic Achievement of Girls in different Categories of Schools at the Secondary Level

Variables	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F value	Level of Significance
Perseverance	Between Groups	2	19175.36	9587.68	70.91	0.001
	Within Groups	493	66662.82	135.22		
	Total	495	85838.18	-		
Decision Making Skill	Between Groups	2	8213.03	4106.52	112.89	0.001
	Within Groups	493	17933.07	36.38		
	Total	495	26146.10	-		
Academic Achievement	Between Groups	2	32774.40	16387.20	256.36	0.001
	Within Groups	493	31514.023	63.92		
	Total	495	64288.423	-		

The variables, manifesting differences among students in the three groups of girls in different categories of schools necessitated further analysis using critical ratios. The results are presented in tables (Table-3a, 3b and 3c).

Table-3a: Summary of Significance of Mean Difference between Girls in Government and Government-aided Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Perseverance	Government	166	105.10	13.48	1.05	1.44	9.34	0.001
	Government-aided	166	118.56	12.77	0.99			
Decision making Skills	Government	166	82.63	6.34	0.49	0.75	11.6	0.001
	Government-aided	166	91.39	7.33	0.57			
Academic Achievement	Government	166	58.80	9.02	0.70	1.00	18.09	0.001
	Government-aided	166	76.89	9.21	0.72			

On comparing the girls in government and government-aided schools, it is observed that the girls in aided schools are significantly better in their perseverance, decision making skill, and thereby their academic achievement also.

Table-3b: Summary of Significance of Mean Difference between Girls in Government and Private Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Perseverance	Government	166	105.10	13.48	1.05	1.21	10.61	0.001
	Private	164	117.96	7.75	0.61			
Decision making Skills	Government	166	82.63	6.34	0.49	0.58	14.64	0.001
	Private	164	91.11	3.86	0.30			
Academic Achievement	Government	166	58.80	9.02	0.70	0.81	20.12	0.001
	Private	164	74.98	5.01	0.39			

On comparing the girls in government and private schools as discussed earlier in the case of the boys due to better infrastructural and instructional facilities in private schools, the girls in private schools are significantly better than their counterparts in government schools pertaining to all variables, perseverance, decision making skill and academic achievement.

Table-3c: Summary of Significance of Mean Difference between Girls in Government-aided and Private Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Perseverance	Government-aided	166	118.56	12.77	0.99	1.16	0.52	NS
	Private	164	117.96	7.75	0.61			
Decision	Government-	166	91.39	7.33	0.57	0.6	0.44	NS

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
making Skills	aided							
	Private	164	91.11	3.86	0.30			
Academic Achievement	Government-aided	166	76.89	9.21	0.72	0.82	2.34	0.005
	Private	164	74.98	5.01	0.39			

Like in the case of the boys in the case of the girls also, on comparing them in government-aided and private schools, it is observed that the girls in aided schools are significantly better than the girls in private schools pertaining to all variables, perseverance, decision making skill, and academic achievement. Thus it is very evident that though the infrastructure facilities in private schools are significantly better than that in the aided schools due to better exposure of the government programmes arranged for students with the help of the Management that governs the aided schools, the girls in aided schools like the boys are able to develop significantly better skills and abilities compared to the girls in private schools and as a result academically achieve better.

Table-4a: Summary of Significance of Mean Difference between Boys and Girls in Government Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Perseverance	Boys	159	98.95	14.20	1.13	1.54	4.00	0.001
	Girls	166	105.10	13.48	1.05			
Decision making Skills	Boys	159	78.09	12.88	1.02	1.12	4.06	0.001
	Girls	166	82.63	6.34	0.49			
Academic Achievement	Boys	159	52.20	6.20	0.49	0.86	7.65	0.001

On comparing the boys and girls in government schools, it is noticed that the girls are significantly better with reference to the independent variables, perseverance, decision making skill and the dependent variable, academic achievement. The girls as by nature are soft and silent when compared to the boys. They are good at taking decisions and are able to focus much on their academic work and emerge out better than the boys in academic achievement. The boys on the other hand, who are more playful than the girls are less matured and do not perform in par with the girls of their same age.

Table-4b: Summary of Significance of Mean Difference between Boys and Girls in Government-aided Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Perseverance	Boys	160	116.28	13.03	1.03	1.43	1.60	NS
	Girls	166	118.56	12.77	0.99			
Decision making	Boys	160	91.88	6.19	0.49	0.76	0.65	NS



Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
skills	Girls	166	91.39	7.33	0.57			
Academic Achievement	Boys	160	74.06	7.49	0.59	0.93	3.04	0.001
	Girls	166	76.89	9.21	0.72			

Like in the case of the boys and girls in government schools, on comparing the data collected from the boys and girls in government-aided schools, it is seen that there is no significant difference between boys and girls in the independent variables and girls are significantly better than the boys pertaining to the dependent variable academic achievement.

Table-8c: Summary of Significance of Mean Difference between Boys and Girls in Private Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Perseverance	Boys	164	113.05	7.21	0.56	0.83	5.94	0.001
	Girls	164	117.96	7.75	0.61			
Decision making skills	Boys	164	86.77	6.60	0.52	0.60	7.26	0.001
	Girls	164	91.11	3.86	0.30			
Academic Achievement	Boys	164	66.95	7.23	0.57	0.69	11.69	0.001
	Girls	164	74.98	5.01	0.39			

The girls are found to be significantly better than the boys pertaining to the independent variables, perseverance, decision making skill, and the dependent variable, academic achievement.

9. Discussion

In the present investigation, on analyzing the data collected from students in different categories of schools at the secondary level, it is seen that there exists a significant relationship between the select variables, perseverance, decision making skill and academic achievement.

Gender is one of the personal variables that have been related to the differences found in motivational functioning and academic achievement. Various research has demonstrated the existence of different attribution patterns in boys and girls, such that while girls tend to give more emphasis to effort when explaining their performance (Powers and Wagner, 1984; Light body et al. 1996; Georgiou, 1999), boys appeal more to reasoning ability as cause of their academic achievement (Burgner and Hewstone, 1993). Okoh (2010) examined the influence of gender on academic performance of undergraduate students and found that gender and age were not significant predictors of academic performance. However, there are studies that report of a strong statistical correlation between gender and academic performance (e.g. Al-Mutairi, 2011). From these contrasting findings, it may be concluded that the relationships between demographic features of students, such as gender and their academic achievement appear to be inconsistent in different empirical studies.

On comparing the boys in different categories of schools, namely, government, government-aided and private schools, it is observed that the boys in government-aided schools are better than the boys in government and private schools pertaining to all variables, perseverance, decision making skill, and as a result their academic achievement also. It is a surprising result, that though the infrastructural and instructional facilities are better in private schools, the aided schools that are governed by Management, make the best use of all facilities made available by the Government and give intense training to their students, as a result end with student outcomes that are better than that of the students in private schools.

Similar to the case of the boys, on comparing the girls in different categories of schools it is observed that the girls in the government-aided schools are significantly better when compared to the students in government and private schools pertaining to all independent and dependent variables.

On comparing the boys and girls in each category of schools, namely, government, government-aided and private schools, it is observed that the girls are significantly better than the boys in the same schools pertaining to the independent variables, namely, perseverance, decision making skill, and the independent variable, academic achievement.

10. Conclusion

The growth of adolescents as learners includes students' thinking, abilities, tactics, and attitudes and their material and academic skills being taken into consideration. If student behavior is not good, teachers must be able to identify and tackle obstacles that prevent learning. School and classroom contexts play a crucial role in shaping these non-cognitive factors in individual students. The sense of belonging, perseverance, motivation and skills of the students will take shape within one particular course through their experience in the classroom, their interactions with their teachers and classmates, their predominant belief in their own skills and the nature of their work. Their support for growth will be shaped by the structure of learning opportunities and assessment practices, as well as the messages they receive from teachers who emphasize their ability or effort.

Similarly, in the absence of any explicit training or class work that requires the use of such strategies, students are not likely to develop learning strategies. Thinking about non-cognitive variables as properties of the relationships between students and classrooms or school environments may be most beneficial. Installers should set the classroom conditions that are effective in influencing the essence of students' academic achievement rather than being powerless in front of students with no perseverance and good academic behaviour.

 798


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PERSEVERANCE, DECISION MAKING SKILLS AND ACADEMIC ACHIEVEMENT OF STUDENTS AT THE SECONDARY LEVEL

T. KEZIAH et al.

Abstract

The present study investigates the relationship between perseverance, decision making skills, and academic achievement of students at the secondary level. Survey method is used to select a sample of 979 students at the secondary level. The research tools used are Student Perseverance Scale (Developed by the Investigators), Decision making Skills Inventory (Developed by the Investigators) and Academic Achievement test to assess students academic achievement. The results of the statistical analyses show a significant correlation between perseverance, decision making skills, and academic achievement of the students at the secondary level. A significant difference is found between students in different categories of schools and gender pertaining to perseverance, decision making skill, and academic achievement at the secondary level.

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Understanding the Impact of Lifestyle on the Academic Performance of Middle- and High-School Students

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Abstract

This paper presents a path analysis investigating the direct and indirect influence of lifestyle on academic performance for middle-school and high-school students. The correlation between the following sets of variables are studied: (a) lifestyle and stress; (b) stress and obesity; (c) lifestyle and obesity; (d) lifestyle on academic performance; (e) stress on academic performance; and (f) obesity on academic performance. Adolescent students from 18 schools in India participated in this study. While academic performance is estimated using GPA, questionnaires are used to capture the lifestyle habits of students as well as to assess various forms of stressors such as academic, psychological and health-related. Our results suggest that, a healthier lifestyle is positively correlated to academic performance, while high-stress level has a negative influence. A significant negative relationship is observed between lifestyle and stress, and stress and obesity are observed to be positively related. Obesity, surprisingly, is not a significant predictor of student academic performance for the collected survey data. Our investigation further exposes the need to consider lifestyle in future research.

Keywords: Path analysis, Lifestyle, Academic performance, Stress, Obesity, Middle school, High school



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1. Introduction

Recent years have witnessed a rapid change in lifestyle due to the availability of the wide range of high-fat and high-calorie foods, telecommunication devices such as smartphones, social media, etc. (Devaraj et al., 2008; Rosenheck, 2008; Al-Nakeeb et al., 2014; Hollywood et al., 2017; Nikolopoulos et al., 2017). According to the World Health Organization (WHO), sedentary lifestyle leads to several factors that cause mortality such as cardiovascular disease, obesity, diabetes, depression and anxiety. González et al. (1999) suggested that one of the key determinants for the growing obesity rates in the Western countries is inactive lifestyle. Similarly, research performed by Ravussin et al. (1994) with Pima Indians made them conclude that obesity is less prevalent among people with a healthier lifestyle. Obesity can, in turn, be a significant predictor of academic performance. Numerous researchers investigate the relationship between the two (e.g., Sabia, 2007; Ding et al., 2009; Krukowski et al., 2009), however, their end conclusions differ based on several factors such as student ethnicity, race, gender and age. Taras et al. (2005) and Kang et al. (2016) observed the negative correlation between body weight and academic performance among adolescents, while Sabia (2007) reports no relationship between the two for non-white students.

Another path to understanding the relationship between lifestyle and academic performance is through stress. Though efforts have been made by researchers to understand the impact of stress on academic performance in several countries across the globe for college students, very limited studies focus on adolescent stressors and their influence on student performance. Struthers et al. (2000) derived the relationship between academic stress, coping and class performance for college students in the United States, and concluded that student stress is inversely related to academic achievement. While Sanders (2001) did not find any relationship between these two variables when he surveyed a dental school in Australia. Clearly, conclusions made by one study cannot be generalized for different settings across the globe. While several scholars have aimed to comprehend the impact of stress on academic performance, studies focusing on the association between lifestyle and stress has been hardly in existence, but it is, however, necessary to consider that due to the recent increase in physical inactivity, which can impact the mental well-being.

In addition to these above-mentioned health-related repercussions, unhealthy lifestyle practiced by children has unfavorable consequences on their academic performance as well. Chiasson and Aubé (2008) criticized the fewer number of studies focusing on the impact of lifestyle on student academic achievements. Nonetheless, poor lifestyle negatively affects the psychological well-being of adolescents, which can sequentially influence student attendance, attention span and academic performance (Bandura, 1997). Despite the fact that dietary behavior has a strong influence on test grades, breakfast consumption among adolescents is declining over time (Rampersaud et al., 2005). Lifestyle habits are interlinked as well. For instance, breakfast-skipping behavior is correlated to smoking (Barker et al., 2000; Keski-Rahkonen et al., 2003; Sjöberg et al., 2003; Rampersaud et al., 2005) and lack of regular exercise (Aarnio et al., 2002; Keski-Rahkonen et al., 2003; Rampersaud et al., 2005).

PRINCIPAL

68

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This research, therefore, explores the direct and indirect relationship between lifestyle and academic performance among adolescents in India. First, we sought to explore the relationship between lifestyle and obesity, which influences academic performance. Second, we establish the connection between stress, which is influenced by lifestyle, and academic achievement. The correlation between stress and obesity is also studied. Looking at the relationships between these factors, a path model was developed (conceptual framework given in Figure 1) with elements including lifestyle habits, obesity, stress and academic performance and their associations. Our research aims to hypothesize the following:

- *Hypothesis 1:* An unhealthy lifestyle will lead to an increase in the stress levels (i.e., a healthy lifestyle will lead to reduced stress)
- *Hypothesis 2:* An increased stress level leads to obesity
- *Hypothesis 3:* A negative relationship exists between a healthy lifestyle and obesity
- *Hypothesis 4:* A healthy lifestyle leads to better academic performance
- *Hypothesis 5:* An increase in stress level has a negative impact on academic performance
- *Hypothesis 6:* Obesity leads to the poor academic performance of students

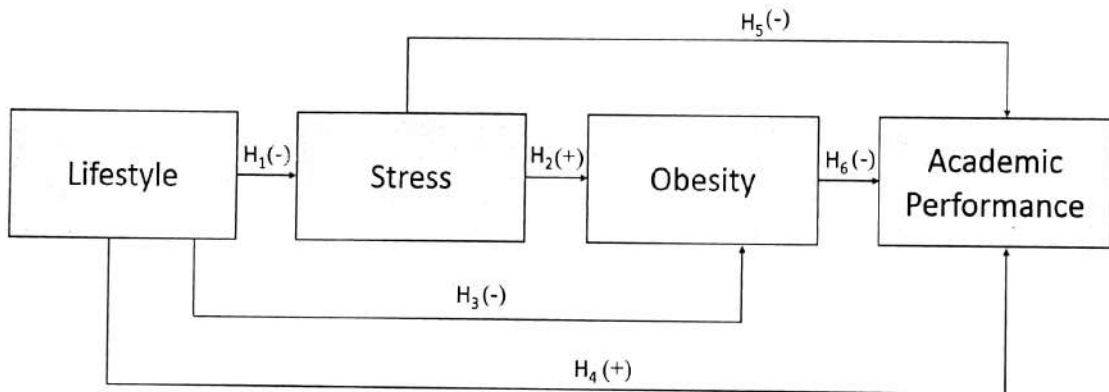


Figure 1. Proposed Conceptual Framework using Path Analysis

2. Methods

In this section, we discuss the participants, procedures and measures in detail.

2.1 Data Collection and Analysis

Participants were middle- and high-school students from 18 schools in a largely-populated metropolitan city in India. Schools belonged to diversified settings with respect to the type of gender education (i.e., single/mixed gender), medium of education, education board, etc. were chosen for this study. We assessed the academic performance, the key dependent variable in this research, using the grade point average (GPA) for that academic year. As

these collected data are sensitive, they are stored in a secured location. The principal investigators (PIs) visited all the schools and explained the objectives of this study to the participants. PIs answered all questions and issues raised by the students. Only students, who consented to access their GPA, participated in the study. Participants were asked to fill a pen-and-pencil self-administered questionnaire during their regular class hours, and they were guaranteed of data confidentiality (including their academic performance information).

The data were analyzed using R statistical software. As discussed earlier, we used the path analysis to examine the association between lifestyle, stress, obesity and academic achievement of students.

2.2 Procedure

Path analysis is a series of “layered” multiple regression used to understand the causal relationship between variables. Therefore, the statistical requirement for using regression has to be checked first. We have conducted the preliminary analysis to ensure that the assumptions of linearity, independence, normality and homoscedasticity are not violated. As suggested by Crego et al. (2016), all the variables are standardized (i.e., converted to Z-score) in order to avoid the problem of multi-collinearity prior to conducting the path analysis.

2.3 Measures

The survey composed of three sections; one is associated with obtaining control variables, and the other two are research instruments that are used to acquire stress and lifestyle scores. Confounding variables include student demographics, such as age and gender. We have referenced the Holmes and Rahe scale for students developed by Holmes and Rahe (1967) to obtain the student stress level. A list of 43 major stressful life events is presented to students and they mark “yes” or “no” depending on whether they have experienced that event in the past year or not. Each of the 43 events is given a life change unit value, and the cumulative score for all events that were responded as “yes” is used to measure the total stress score of the student. Lifestyle scores were estimated using the FANTASTIC questionnaire (developed by Douglas and Ciliska, 1984), which involved 21 questions investigating varying aspects of life, such as physical activities, sleeping habits, nutrition information. All items are scored in a 5-point Likert scale (1 – almost never to 5 – always). Higher scores in this questionnaire indicate a poor lifestyle, whereas lower scores represent a healthier lifestyle.

3. Results

A total of 2050 questionnaires were distributed across the 18 schools, and the partially marked surveys (i.e., incomplete), were considered as invalid and eliminated from this study. Following this elimination, we were able to acquire 2001 completely filled valid questionnaires (recovery rate = 97.61%), out of which 1016 (50.77%) were completed by boys (i.e., $n = 985$ girls). Kline (1998) recommended the sample size to be at least ten times the number of parameters, and the sample size in our study complies with this suggestion. Among the 2001 filled surveys, 1081 (~54%) were completed by students with an average survey completion time of 45 minutes, while middle school students (~56%) specifically took

about 65 minutes to fill the entire set of questionnaires. Summary statistics are provided in Table 1.

The 2001 valid respondents on an average aged 14.35 years (SD: 1.48), and ranged between 12 and 20 years. The percentage of students who have impoverished lifestyle was 7.24%, and only about a fourth of the students followed healthy lifestyle habits. A majority of the students lacked physical fitness due to their high pressure of performing well in academics to increase their chances of getting into good universities. Since all the participants of our study are school students, obesity existed in a significantly lower proportion (4.5%). Unexpectedly, high-level of perceived stress was reported by 59.92% of the students and only 2.8% experienced low-stress.

Table 1. Descriptive Data of Key Variables

Student Characteristics	Middle School	High School
Age (mean ± SD)	12.87 ± 2.74	15.23±3.10
Number of students	1121	880
Gender		
• Male (% of total)	583 (52%)	433 (49%)
• Female (% of total)	538 (48%)	447 (51%)
Medium of Education		
• State Board (% of total)	751 (67%)	607 (69%)
• CBSE (% of total)	370 (33%)	273 (31%)
Gender Schools		
• Mixed (% of total)	807 (72%)	774 (88%)
• Single (% of total)	314 (28%)	106 (12%)

Table 2 presents the results of the path analysis. Based on previous studies, we have controlled several variables (such as age, gender, level of student education – i.e., middle- or high-school) across all the regression analyses in our study. In support of hypothesis-1, lifestyle significantly predicted perceived stress (Table 2). The more the students stated that they follow a healthier lifestyle, less the perceived stress. As anticipated, results proved that stress increases with age and level of education. In addition, we found that girl students underwent more stress compared to their counterparts.

Students' stress was included in the model to analyze factors contributing to obesity. Both lifestyle and obesity yielded significant beta coefficients. Healthier lifestyle led to less

obesity (i.e., a negative relationship is observed) while a positive association was observed between stress and obesity. In other words, obese students reported higher perceived stress level. Consistent with hypothesis-3, lifestyle had a statistically significant positive relationship with academic achievement directly and indirectly through stress. Surprisingly, an insignificant association was found between obesity and academic performance.

In path analysis, the path coefficients represent the relative importance of the variables. We can see from Table 2 that the path coefficient from stress to academic performance is the largest and takes the value of -0.32. In other words, about 32% of the variation in academic performance is explained by stress. The relative influence of lifestyle on obesity and stress on obesity are more or less the same with path coefficients of -0.22 and 0.20 respectively. We can also observe that 11% of the variability in stress is explained by lifestyle, and 9% of the variability in academic performance is explained by lifestyle. Though the direct path coefficient value of lifestyle to academic performance is low (0.09), the total contribution is substantially higher (0.38).

Table 2. Data Table Showing Path Coefficient and *p*-values

Construct	Path	Construct	Standardized path coefficient	<i>p</i> -value
Stress	←	Lifestyle	- 0.11	< 0.01
Obesity	←	Stress	0.20	< 0.001
Obesity	←	Lifestyle	- 0.22	< 0.001
Academic Performance	←	Lifestyle	0.09	< 0.05
Academic Performance	←	Stress	- 0.32	< 0.001
Academic Performance	←	Obesity	- 0.02	0.12

Table 3. Result of Hypothesis Testing

Hypothesis	Statement	Result
<i>H</i> ₁	An unhealthy lifestyle will lead to an increase in the stress levels	Supported
<i>H</i> ₂	An increased stress levels leads to obesity	Supported
<i>H</i> ₃	A negative relationship exist between a healthy lifestyle and obesity	Supported
<i>H</i> ₄	A healthy lifestyle leads to better academic performance	Supported
<i>H</i> ₅	An increase in stress level has a negative impact on academic performance	Supported
<i>H</i> ₆	Obesity leads to the poor academic performance of students	Rejected

From Tables 2 and 3, we can interpret that lifestyle has both direct and indirect influence (only through stress) on academic performance. In other words, a healthier lifestyle leads to the academic excellence of students (supporting hypothesis-4). Stress negatively predicted academic performance (supporting hypothesis-5), which is supported the finding of Stewart et al. (1999), Struthers et al. (2000) and Shah et al. (2010). Poor lifestyle habits increase the risk of obesity (supporting hypothesis-3). However, contradicting to the claims made by

Taras et al. (2005) and Kang et al. (2016), we did not observe any relationship between obesity and academic performance, rejecting hypothesis-6. As expected, lifestyle is found to be negatively linked to stress, which supports hypothesis-1. The results of the hypothesis testing are summarized in Table 3.

4. Discussion

The objective of this research was to study the relationship between lifestyle and academic performance. By including other important variables that are connected to both lifestyle and academic achievement, this research aimed to present a more complex view of the process. Path analysis was used to achieve this study's objective by controlling for several factors such as age, gender and level of education. Most of the paths were significant as hypothesized.

Supportive of our first hypothesis, unhealthy lifestyle activities were linked to stressful student life. In other words, a negative correlation existed between lifestyle habits and perceived stress level. Al-Nakeeb et al. (2014) criticized the lifestyle changes in the last couple of decades. Stress was observed to increase with age assuring the claims made by several studies (e.g., Hamarat et al., 2001; Hampel and Petermann, 2006). Consistent with Petersen et al. (1991) and Hampel and Petermann (2006), our results also showed that girls perceive more stress than boys. Girls were found to watch more television than boys and sleep for less number of hours. As suggested in prior studies (Maloney et al., 1989; Croll et al., 2001), our findings also suggested that girls eat more nutritious food because of their desire to lose weight. Contradicting to the claims made by Kaplan et al. (1991) and Brannon (2016), participants in our study insignificantly vary by gender with respect to outlook in life.

In regards to our third hypothesis, obesity is negatively correlated with lifestyle habits. Numerous investigations such as those found in Ravussin et al. (1994) and González et al. (1999) suggested that one of the key determinants for the growing obesity rates is inactive lifestyle. Interestingly, in our study, we found that obesity was more prevalent among girls than in boys. Prior researchers have aimed to understand the relationship between stress and appetite regulation (e.g., Nguyen-Rodriguez et al., 2003; Torres and Nowson, 2007; Sinha and Jastreboffde, 2013). Food consumption, in turn, affects BMI and waist circumference (Monti et al., 2006; Kontinen et al., 2010). van Jaarsveld et al. (2012) investigated the prospective association between stress and waist circumference and BMI in more than 4000 adolescents. Their study reported that perceived stress was associated with higher BMI and waist circumference.

Our fourth hypothesis is associated with the main focus of our study, which is to understand the relationship between lifestyle and academic performance. Partial lifestyle habits and their impact on student GPA has been studied. For example, Rampersaud et al. (2005) stated that dietary behavior has a strong influence on test grades, but regardless of that, breakfast consumption among adolescents is declining over time (Rampersaud et al., 2005). Lifestyle habits are interlinked as well. For instance, breakfast-skipping behavior is correlated to

smoking (Barker et al., 2000; Keski-Rahkonen et al., 2003; Sjöberg et al., 2003; Rampersaud et al., 2005) and lack of regular exercise (Aarnio et al., 2002; Keski-Rahkonen et al., 2003; Rampersaud et al., 2005). We found that a healthier lifestyle leads to academic excellence of students. Stress negatively predicted academic performance, which supported the findings of Struthers et al. (2000) and Shah et al. (2010). Contradicting to the claims made by Taras et al. (2005) and Kang et al. (2016), we did not observe any relationship between obesity and academic performance.

One of the major limitations in our study is that we use convenience sampling to select participants for this study, and hence they might not be representing a broader population. Specifically, our study involves students in a metropolitan city, and the results might not be generalized for rural area adolescents. Kline (1998) and Lepp et al. (2014) recommend the sample size to be at least ten times the number of parameters, and the sample size in our study complies with this suggestion. Nevertheless, a sample of 2500 questionnaires might limit the power of regression analysis. Another drawback of this study is capturing perceived stress by conducting surveys rather than to use tools to measure stress directly. With the development in technology and the introduction of human stress monitoring devices (such as small watches), stress can be directly recorded by the survey interviewer. Moreover, surveys might lead to memory error, order effects and social desirability bias (Crego et al., 2016). However, we conducted the survey very close to their term exam, responses with respect to perceived stress score will be most likely accurate.

A third limitation of this research is that our sample had a low variability in body weight, mainly because of the fact that obesity is less prevalent among youths in India. This might not be a global scenario. Several studies have observed significant obesity prevailing in several countries such as Bahrain, Brazil, China, Russia, Saudi Arabia and the United States (see Wang et al., 2002; Al-Rukban, 2003; Al-Sendi et al., 2003; Ogden et al., 2006; Ogden et al., 2014). Moreover, our convenience sampling resulted in exceptionally few female students who were tobacco users. Therefore, diversified sample with respect to obesity and tobacco users is required to generalize the results.

Despite the limitations of this research, five of the six hypotheses were supported. Future studies can consider looking at intervention programs to improve the lifestyle and dietary habits of adolescents. Moreover, the impact of occupation of parents might affect lifestyle habits among students and their academic performance. Therefore, conducting a study controlling these variables can be a potential scope of improvement. Finally, the consistency of the results can be checked with conducting the study with other well-established questionnaires from the literature can be used to obtain stress level and lifestyle scores.

5. Conclusions

The findings in this study provide a better understanding of the relationships between lifestyle, obesity, stress and academic performance. Only very limited research focus on understanding the relationship between lifestyle habits and academic performance, and our

research provides a path analysis framework to study the direct and indirect associations between the two variables. Our findings show that lifestyle significantly predicts academic performance, both directly and indirectly. While stress has a negative association with academic performance, obesity seems not to affect student exam scores. Stress is positively related to obesity. This study proves the need to pursue interventional programs to promote awareness about healthy lifestyle habits.

One of the major limitations in our study is that we use convenience sampling to select participants for this study, and hence they might not be representing a broader population. Specifically, our study involves students in a metropolitan city, and the results might not be generalized for rural area adolescents. Moreover, a sample of 2500 questionnaires might limit the power of regression analysis. Another drawback of this study is capturing perceived stress through surveys rather than to use tools to measure stress directly. With the development in technology and the introduction of human stress monitoring devices (such as small watches), stress can be directly recorded by the survey interviewer. We also see that our sample had a low variability in body weight, mainly because of the fact that obesity is less prevalent among youths in India. This might not be a global scenario.

As a future research, studies can consider looking at intervention programs to improve the lifestyle and dietary habits of adolescents. Moreover, the impact of occupation of parents might affect lifestyle habits among students and their academic performance. Therefore, conducting a study controlling these variables can be a potential scope of improvement. Finally, the consistency of the results can be checked with conducting the study with other well-established questionnaires from the literature can be used to obtain stress level and lifestyle scores.

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Time Management and Co-Curricular Activities among Students at the Secondary Level of Working and Non-Working Mothers

Haleema Rahmath et al.

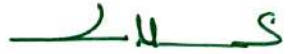
Abstract

The present study investigates the relationship between Time Management and Co-Curricular Activities among Students of Secondary level of Working and Non-Working Mothers. Survey method is used to select a sample of 414 students at the secondary level. Time Management Scale (malathi and others 2009) is used to study time management, Participation in Co-curricular Activities Scale (Nisha Rani, 2015) is used to assess their participation in co-curricular activities. The results of the statistical analyses show a significant correlation between time management and participation in co-curricular activities. A significant difference is found between students at secondary level in government, government aided and private schools, pertaining to time management and co-curricular activities.

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The Awareness And Usage Of Social Media Among Higher Secondary Students

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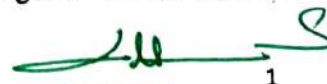
Abstract

Among the essentials of technology, the effect of social media on people has been an important issue which increases day by day. The aim of this study is to determine the awareness and usage of social media among higher secondary students and also to determine their perspectives on education. The participants of the study are 239 students from different streams and schools. The age average of participant students of the research is 17. According to the study findings, the students had an effective role on acquisition of information on social media and this provided effective learning which means easy sharing of information. The social media improves the cooperative learning of the students and their communication with the teachers become easier which means, in terms of student centred education the use of social media is very essential.

Keywords: Awareness and Usage, Higher secondary Students, Social Media.

1. INTRODUCTION

The growth and popularity of online social media have created a new world of communication. More than a billion individuals around the world are connected and networked together to create, collaborate, and contribute their knowledge and wisdom. Social media give huge implications for their internal knowledge. Social media has emerged as one of the basic practice in students' life. It has revolutionized the way students think and interact. Students use social media as a platform for doing many activities such as bonding relations, finding lost contacts, for discussing common interests. Through the existence of smart phones, students have become more attracted to use social media in their daily routines. A survey revealed that the use of social media platform as increased, particularly among higher secondary students. However, the use of social media is far reaching consequence in the academic as well as the social life of higher secondary students. Some of these effects are positive such as shaped their personality, influenced their character and improve their communication skills. Nevertheless, social media have been found to have negative effects such as waste of time and lowering of students' grades.



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2. NEED OF THE STUDY

Social media refers to all applications and websites or blogs that enable people around the globe to interconnect via the internet, chat, and share content, video call among many other functionalities it offers to its users. For a person to be a member of any social media, he or she has to first signup and then sign in to access content and be able to share and chat with other users of that social media platform. Some of the common and widely used social media platforms include Facebook, Twitter, WhatsApp, Snapchat, Youtube, Quora, Skype, Instagram many among others.

Over the past two decades, social media have gained so much growth and fame worldwide to an extent in learning more about these social platforms and their effects on the community. Despite the fact that almost everyone in the community is connected to at least one social media platform, the youth and teenagers are the leading and most fanatic of these social platforms to the point that they even social network while in class or even outside the educational institutions. Social media makes the lives of our youth in a society a great deal in terms of morals, behaviour and even education-wise.

The use of social media has both positive and negative impacts on our youths today. The positive impacts of social media on the youth today include making them up date on the events happening around the globe and also enables them network and stay connected with their friends without physical meetings. It bridges the gap between friends since a person say in Africa can network and interact with his or her friend in India. This in turn helps in strengthening relationships say amongst classmates in high school , who after finishing school, moved to different locations around the world. Additionally, youths can create pages and groups in the social media platforms based on their professions, faith among other dimensions of their lives and this leads to more connections being built and more opportunities being opened for their respective disciplines. This can even lead to more employment opportunities being created for the unemployed youths. From the many interviews carried daily, youths say that social media platforms make their lives enjoyable, efficient and easier and has also become their lifestyle.

The long hours wasted online on social media can be channelled to productive activities that will enable one earn a living or even acquire an education for instance through online tutorials and make good use of online research materials. Social media also provides a good platform where cyber theft and bullying is done and this increases the chances and incidences of identity theft. This has a number of risks to the youths as their personal information can get stolen since it is stored in some locations they do not know about or whose security is questionable.

In conclusion, social medias has been proved to have both positive and negative effects on our youths. As today's students becomes a tomorrow pillars of our nation, a


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2. Innovative approaches of social media should be given for the higher secondary students through learning programmes.

3. The social media needs some preconditions to be established before being applied in the classrooms.

4. Higher secondary students should also know how to shift the role of social media to facilitate learning.

5. Educational institutions can provide educational materials through social media for improve the students academic level.

8. CONCLUSION

From the findings of the research, the students had stated that the social media played an effective role on them for acquiring new information, provided interactive learning so that the information is shared easier as well as contributing to their lesson success through specific groups and the environment helps motivation growth via multimedia tools. This means that, the live broadcasts that can be done through social media and record of the lessons presents advantages in the use of social media in education. In this way, the students can repeat and relearn the lesson according to their pace. Students use the social media for messaging, following their friends, catching up the news, taking videos or photos and share them and being aware of the trends. The social media improves the cooperative learning skills and helps students to have communication with their teachers easier so in terms of student-centred education, it is inescapable to use social media environments. Due to its rapid improving form, the student is more open to the new information or knowledge.

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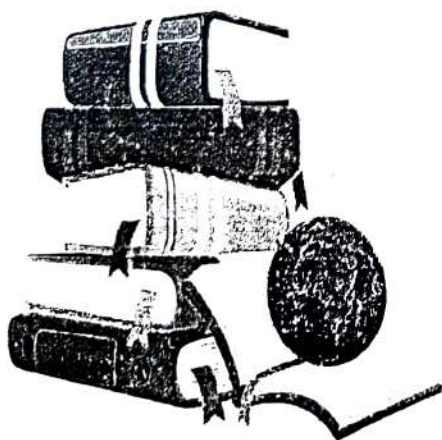
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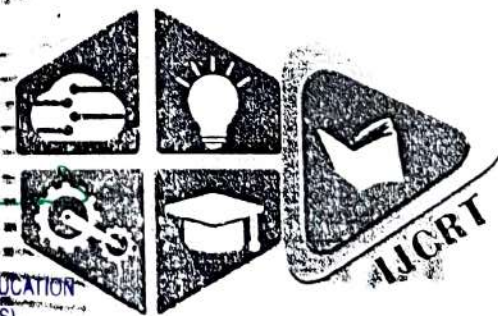
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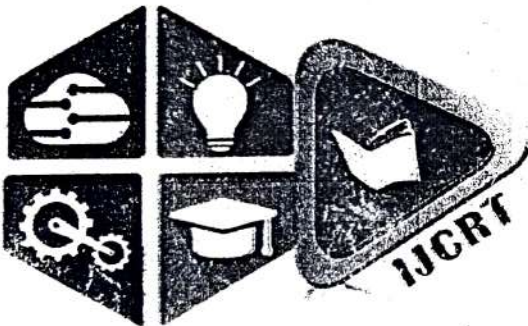
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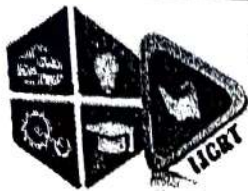
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AWARENESS OF SOCIAL MEDIA AMONG STUDENT-TEACHERS

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Abstract

The 21st century is the world of technology where most people do not even imagine their life without technology. The growth and popularity of social media has created a new world of collaboration and communication. Social networking sites refer to various applications, websites or new online media that allows large numbers of individuals to share their information and develop a proper social and specialized contact. These sites emphasize the creation of a connection between people to enable them to share their interests. More than a billion individuals around the world are connected and networked together to create, collaborate, and contribute their knowledge and wisdom. Teenagers, especially students also engage in social media whether to use it as a platform to seek for new information or connect with their friends. Despite the importance of social media, it also brings the drawbacks to those who misuse this technology. Therefore, this paper aims to discuss the awareness of Social Media among student-teachers and to find whether there is any significant differences with respect to gender, locality, and type of management of colleges. The research design is of normative survey method and the sampling technique used for the study is stratified random sampling. Keeping in view the aim of the study, 40 student-teachers from B.Ed students belonging to government, government aided and self finance colleges of education in the Chennai district were randomly selected. Further, it is observed that male student-teachers have high social media awareness when compared to female student-teachers and rural locale student-teachers have high social media awareness when compared to urban locale student-teachers. It is further inferred that student-teachers of government colleges of education had exhibited high social media awareness than student-teachers of government aided colleges of education and then followed by self finance colleges of education. In the modern world, we need to develop the awareness of social media among student-teachers in the colleges of education because today's student-teachers are going to be future teachers, who are responsible to monitor, regulate and shape the future generation.

Keywords: Social Media, Awareness, Student-teachers

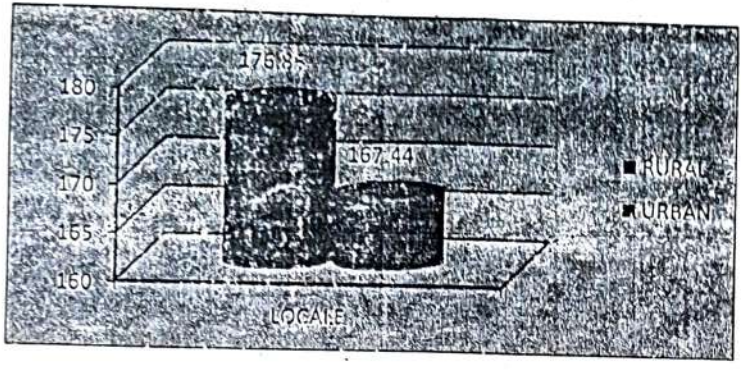
1. INTRODUCTION

Social media refers to all applications and websites or blogs that enable people around the globe to interconnect via the internet, chat, and share content, video call among many other functionalities it offers to its users. For a person to be a member of any social media, he or she has to first signup and then sign in to access content and be able to share and chat with other users of that social media platform. Some of the common and widely used social media platforms include Facebook, Twitter, WhatsApp, Snapchat, YouTube, Quora, Skype, Instagram many among others. Social media plays an important part of students' lives and are accessed multiple times daily. Over the past years, social media have been transforming how individuals, communities, and association create, share and seek information from each other. Most of the student-teachers also have become so familiar to social media that the types of communications, self-expression, community building, and other forms of online engagement are now parts of the only reality they know. Therefore it is important to take a step back to reflect on how we have arrived at the present and what our most recent social media "advances" might mean for us in the future. This is because the modern social media differ from the traditional media (e.g., newspaper and television) in the terms of their accessibility, interactivity, usability and ubiquity.

With the existence of the social media, individuals can communicate and interact with each other around the world which is known as one of the best inventions today, and they lead a life in a global village. Although social media access does not necessarily require mobile devices, its effectiveness is enhanced with the mobile technologies because it increase the frequency of utilization. Now a days majority of student-teachers have access to some sort of mobile device that connects to the internet, meaning that using mobile technology for educational purpose will possibly exclude less number of students. However, computer labs are available on campus at most institutions. Some of it also offer student-teachers the alternative to briefly borrow a laptop or tablet device, which can encourage the information seeking and to study the accessibility issue. Providing student-teachers with the opportunities need is one of the main goals for them to learn how to socialize with others, and build social networks that will give them support throughout their school career and beyond.

student-teachers with respect to social media awareness is not accepted. This may be due to the fact that rural student-teachers have better access to technology as they eagerly involved in social media for their educational and personal activities since they are living in an environment which is away from city where more advancement and development take place when compared to urban student-teachers.

Figure 2
Significant difference between Rural and Urban Locale student-teachers with respect to Social Media Awareness



HYPOTHESIS-3

There will be no significant difference in social media awareness among student-teachers with respect to type of management of colleges.

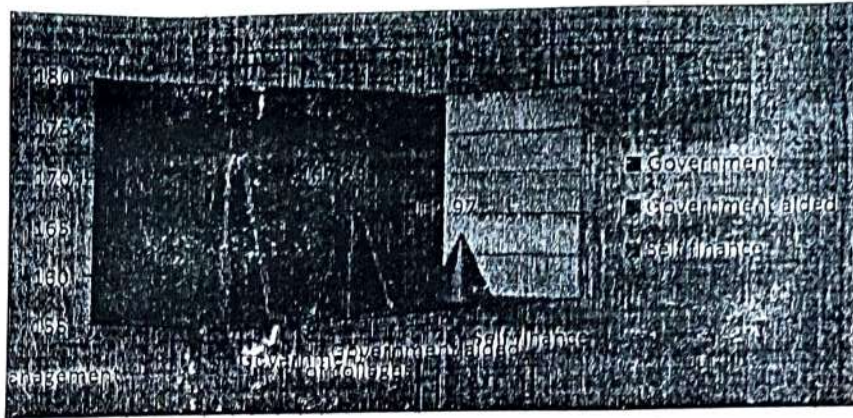
Table 3
Table showing the significant difference among Government, Government aided and Self finance college student-teachers with respect to Social Media Awareness

Variable	Government (N=233) (1)		Government Aided (N=146) (2)		Self-finance (N=61) (3)		F-ratio	Level of Significant	Group differ significantly
	Mean	SD	Mean	SD	Mean	SD			
Social Media Awareness	176.17	34.390	167.23	30.765	162.97	28.877	5.781	0.01	(1,2), (1,3),(2,3)

From the table 3, F-ratio calculated for the social media awareness with respect to type of management of colleges of education reveals that student-teachers belong to government, government aided and self finance colleges differed significantly in their social media awareness. Further, analysis of difference between the student-teachers of different type of management of colleges tested reveal that in social media awareness the student-teachers belong to government colleges of education differed significantly from those who were belong to government aided and self-finance colleges of education. From the mean score of social media awareness shows that government colleges of education student-teachers (176.17) have high social media awareness followed by government aided colleges of education student-teachers(167.23) and then by self finance colleges of education student-teachers(162.97). Hence, the formulated hypothesis there will be no significant difference among government, government aided and self finance colleges of education student-teachers with respect to social media awareness is not accepted. It is further inferred student-teachers of government colleges of education had exhibited high social media awareness than student-teachers of government aided colleges of education and then followed by self finance colleges of education. This may be due to the fact that student-teachers belong to government colleges of education have better awareness of social media because of the infrastructure facilities provided by the state government as they get more opportunities in college campus and also from the interaction with friends and family environment when compared to student-teachers belong to government-aided colleges of education and then followed by self finance colleges of education.

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Figure 3
Significant difference among Government, Government aided and Self finance college student-teachers with respect of social media awareness.




7. EDUCATIONAL IMPLICATIONS

With the advent of internet technology, Social media has become an integral part of every student's life. Through social networks, it is easier and convenient to exchange information, communicate with each other and stay connected. Teachers and students can use social platforms to stay connected to each other and can use it for sharing of knowledge and expertise from the teachers in the domain of education. Social networks are empowering students and educational institutions with opportunities to improve teaching-learning process. Professors can use their Twitter or Facebook handles or even messaging services such as WhatsApp to hold live sessions, offer extended support to students thereby enhancing the scope of learning beyond classroom. They can organize discussions related to their subjects or class assignments on social media platforms such as zoom, jitsi, Edmodo etc. Social media therefore helps both teachers and students to remain connected off campus. Social media is paving way for a new age learning which is personalized and customized to suit the need of every learner. In an increasingly interconnected world, professional networks and connections have become key to one's success and future growth. Some of the recommendations are:

- In the modern world, there is need to develop the awareness of social media among student-teachers in the colleges of education .
- Training programs can be organised for student-teachers in the colleges of education to improve the usage of social media in education.
- Workshops can be organised for student-teachers in the colleges of education to improve the knowledge of social media in education.
- Create an opportunity to present the seminar in different platforms of social media by student-teachers for collaborative learning.
- Implement some activities of social media among student-teachers in the colleges of education to realize the usage of social media platforms . For eg: Whatsapp, Facebook, Quora etc
- Create a whatsapp group with all the B.Ed students department wise in the colleges of education to convey the messages regularly that happens in the department and hence it helps to realize the benefit of social media .

8. CONCLUSION

For the findings of the research, the student-teachers had stated that the social media played an effective role on them for acquiring new information, provided integrative learning so that the information is shared easier as well as contributing to their lesson success through specific groups and the environment helps motivation growth via multimedia tools. This means that, the live broadcasts that can be done through social media and record of the lessons presents advantages in the use of social media in education. In this way, the student-teachers can repeat the lesson according to their pace. The student-teachers use the social media for messaging, following their friends, catching up the news, taking videos or photos and share them and being aware of the trends. The social media improves the cooperative learning skills and helps students to have communication with their teachers easier so in terms of student-centred education, it is inescapable to use social media environments.


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Cyber Security and its relation with Internet Self-efficacy among College Students in Chennai, India

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1.0 Introduction

The cyber space or the virtual world has become an essential part of human life that without it life would seem difficult. The virtual world has taken over human life to the extent that individuals feel comfortable living in the virtual world than the real one. The internet has intruded itself in every aspect of the day to day life. Beginning with knowledge and information gathering to entertainment and communication the cyber space has left its imprint on all aspects. The dependency on this technology is increasing day by day. Along with the advantages comes the most important disadvantage i.e. the security threats. Creating a safe online experience is one of the major issues faced by today's world. Especially when the majority of users of the internet are children, it becomes very important to look into the security issues and provide necessary help in enabling a secured cyber space for the children. Creating awareness on the cyber security becomes important so that the children learn to safeguard themselves from those trying to trap them in cyber attacks. High awareness, a right attitude and perception towards cyber security and necessary security behaviour and practices will enable children to have a safe online experience. Being competent on the usage of computer and the cyber space will make them understand the issues and give them the confidence to act mindfully while using the technology especially when encountered with threats. Thus internet self efficacy gives a helping hand in terms of using the technology in the right way and helps in ensuring cyber security. With the necessary competency and the right amount awareness on cyber security one will be efficient in handling the virtual world in a better way and would equip oneself with better techniques to enjoy a safe and secured exposure to the virtual world.

Cyber Security

Cyber security is a broadly discussed term and its definitions are highly variable and subjective most of the time. The term Cyber Security is a combination of two words "Cyber" and "Security". "Cyber is a prefix connoting cyberspace and refers to electronic communication networks and virtual reality" (Oxford, 2014). It is evolved from the term cybernetics, which refers to the "field of control and communication theory, whether in machine or in the animal" (Wiener, 1948). The term "cyberspace" was popularized by William Gibson's 1984 novel, *Neuromancer*. Gibson in his science-fiction novel described cyberspace as the creation of a networks of computer in a world that is filled with artificially intelligent beings. Security refers to the state of being free from threats, attacks and danger. Thus Cyber Security can be defined as "the ability to protect or defend the use of cyber space from cyber attacks (CNSS, 2010). "Cyber Security is the collection of tools, policies, security concepts, security safeguards, guidelines, risk management approaches, actions, training, best practices, assurance and technologies that can be used to protect the cyber environment and organization and user's assets" (ITU, 2009). The cyber space or the internet has become an important part of human life. It is a fact that the cyber space is filled with opportunities and excitements and it serves a source of knowledge and information but at the same time the bitter truth is that the cyber space is filled with threats and issues and it becomes utmost important to handle the cyber space with care and make sure that one does not get into the trap of attacker and become victims of cyber attack. It is also important to be resilient and act quickly to cope up with the cyber threats if encountered. Students are the active participants in the cyber space and most of the time it is the students who fall a prey to the cyber attacks and become victimized. It becomes important to keep them aware of the pros and cons of the various activities on the internet. Imparting proper awareness to students on the issues related to the cyber space, awareness on security practices and coping strategies is very important. Being competent in using the cyber space also helps the users as they would be familiar with the coping strategies and would efficiently handle the threats. Thus security on the cyber space not only stops with the awareness but extends to best security practices on the cyber space and handling the cyber space efficiently.

Internet self-efficacy

Bandura (1986) defined the term self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances". Self-efficacy can be referred to an individual's belief and expectations in their capability to perform a particular task and self-efficacy influences the individual's choice of activities, the amount effort they will apply, and they amount of time they will sustain effort in dealing with stressful situations. When applied to the computer domain, computer self-

efficacy is defined as "an individual's perceptions of his or her ability to use computers in the accomplishment of a task" (Compeau and Higgins, 1995). The Internet self-efficacy indicates the self-perceived confidence and expectations of a web user in their ability of using the Internet. It has been proposed that users with high internet self efficacy may have a greater chance of success in performing computer-related and internet-related tasks. Internet is being used by students for varied purposes. Enhancing Internet self-efficacy is likely to contribute to the improvement of self-image, possibly increasing their psychological well-being. It also contributes in the attitudes toward technology and influences the user's willingness to accept and implement it. The efficiency to use internet contributes not only in the communicative or entertainment purpose of the internet but it also contributes in the educational programmes like the online learning and research activities. Internet Self Efficacy gives the user confidence in handling issues on the cyber space, makes them competent to protect and safeguard important information and helps them to overcome any threat if encountered thus ensuring a safe online experience.

2.0 Review of Literature

Khalid (2018) investigated the awareness on Cyber Security among university students. He states that the emergence of various online applications and abundance of exposure internet and the use of social media added to it had put users in higher potential risks related to online. Cyber-bullying, online fraud, addiction towards gaming and gambling, racial abuse and pornography are among the risks that online users may be exposed to in their daily life. Self awareness on the various threats and issues in the cyber space would protect the user from these risks and help them overcome these threats. The result of this study showed that even though these university students demonstrated a high level of awareness on certain elements in cyber security such as cyber bully, issues related to the security of personal information and internet banking issues but it was noted that they are still lacking appropriate knowledge on the aspect of cyber-sex and self-protection. The paper also discusses the role of all level of community in educating children and young adults in this matter.

Wu, Chen and Liang (2017) conducted a study on Computer Self-Efficacy and Information Security Literacy of Elementary School Children for Elementary School Senior Grade Student in Kaohsiung. The study found out that the computer self-efficacy of primary students' are on the mid-high level, they had the best performances on "basic operational capability", and their senses of information security are high. Primary students in Kaohsiung who can use computer at home are superior in the category of computer self-efficacy to those who cannot. It was found that there is no significant difference of genders, grades, and the time students spend on the computer. There is no significant difference among primary students from different backgrounds in their information security. However, boys are better than girls on virus protection, the sixth grade students are better than the fourth grade students on internet indulgence. There is a significant low correlation between the computer self-efficacy and information security and the four levels of virus protection, personal protection, network etiquette and network friend. There is a significant prediction that the higher the levels of self-efficacy of the network application ability better the degree of information security they get.

Peng, Tsai and Tien Wu (2006a) in their study on the self efficacy of university students and their attitude on internet found that the attitude and the self-efficacy which characterize learners relative to the Internet have been identified as important factors that affect learners' interests, motivation, and mainly their performance in Internet-based learning environments. They also stated that learners' perceptions of the Internet may shape learners' attitude and their corresponding online behaviours. The results indicate that university students demonstrate positive attitudes and adequate Internet self-efficacy and that these students are more inclined to view the Internet as a functional tool or a functional technology. There was difference in the gender among the university students' attitudes towards, and perceptions of the Internet and was found that male students displayed more Internet attitudes and that they were more positive than those of their female counterparts. Furthermore, students who perceive the Internet as a leisure tool had more positive attitudes and communicative self-efficacy than students who use the Internet as a functional technology.

In another study (Tsai and Tien Wu, 2006b) on University students' Internet Attitude and Internet Self Efficacy among students revealed that there exists a relation between Internet attitude and Internet Self Efficacy and students' Internet attitudes were highly correlated with their Internet self-efficacy. The sample of this study was students from three universities in Taiwan. The study found that male students expressed significantly more positive attitudes than females on their perceived control of the Internet than female students and the male students also revealed better Internet self-efficacy than their female counterparts. Moreover, students who spend more hours per week on-line displayed more positive Internet attitudes and Internet self-efficacy. In addition, students' grade level also played an important role in their Internet attitudes where graduate students showed more positive attitude towards internet. The results of this study revealed that students' attitudes toward the Internet could be considered as one of the important indicators for predicting their Internet self-efficacy. It is also suggested that some training programs or courses can be conducted to improve university students' attitudes and self-efficacy toward the Internet.

3.0 Need for the Study

Internet has taken over a major part in every individual's life. It becomes simply impossible to imagine a day without internet. Internet or the cyber space has many opportunities. It holds lot of information. The dependency on this technology is increasing day by day. It carries lot of advantages with it but at the same time there are equal amount of disadvantages and threats in depending completely on this technology. It becomes very important to concentrate on the security aspect of the cyber space as most of its users are young adults. The students who are in a vulnerable age are the majority of participants in the cyber space. There are many chances that they might get trapped in cyber attacks and eventually be victimized. Cyber security plays an important role here. It is the need of the hour to provide proper awareness on the issues and threats on the cyber space and imbibe necessary security behaviour and security practices in students. Making them efficient in using computer, internet and the cyber space will provide them the right kind on knowledge and the skill to handle issues and threats in a better way thus ensuring safety and security online. Hence, the targeted population for this study is the college students. This research is intended to find out the Cyber Security and Internet Self-efficacy among college students on the grounds of gender (male / female), Course of Study (under graduation / post graduation) and Stream of Study (art / science / professional).

4.0 Objectives of the Study

- To find out whether there is any significant relationship between Cyber Security and Internet Self-efficacy among college students



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FOR WOMEN (AUTONOMOUS),
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- To find out whether there is any significant difference in Cyber Security and Internet Self-efficacy among college students with respect to gender, course of study and stream of study.

5.0 Methodology

5.1 Sample

The study was conducted on 300 randomly selected undergraduate and postgraduate students of arts, science and professional courses drawn from five (5) colleges in Chennai, India.

5.2 Tools

The study is based on the cross sectional survey, intended to gather information on a population at a single point of time. Two tools were used in the present study:

(i) Cyber Security Scale constructed by the investigator. The Cyber Security Scale consists of 25 statements classified under four dimensions namely: Protection Motivation, Planned Behaviour, Reasoned Action and Threat Unawareness. The participants were requested to indicate their agreement or disagreement with the statements based on a five-point Likert-type scale, from 'Strongly Disagree' to 'Strongly Agree'. The scoring of the questionnaire was '1' for Strongly Disagree, '2' for Disagree, '3' for Neutral, '4' for Agree and '5' for Strongly Agree. The negative statements were given reverse scoring.

(ii) Internet Self-efficacy Scale, which was adapted from studies conducted by Ti Hsu and Liang Cheng Huang (2006) and Marios Mitiadou and Chong Ho Yu (2000). Some items in the Internet Self-efficacy Scale were modified by the investigator in terms of language and content, wherever necessary to suit the age, maturity and psychological need of the students. The Internet Self-efficacy Scale consists of 35 statements classified under six dimensions namely: Browsing, Blogs, Instant Messenger, Group and Individual Communication, Online Shopping and Photo Album and Video Sharing. The participants were requested to indicate their agreement or disagreement with the statements based on a five-point likert-type scale, from 'Strongly Disagree' to 'Strongly Agree'. The scoring of the questionnaire was '1' for Strongly Disagree, '2' for Disagree, '3' for Neutral, '4' for Agree and '5' for Strongly Agree.

6.0 Results and Discussion

There is significant positive relationship between Cyber Security and Internet Self-efficacy among College Students. Cyber Security is related to Internet Self-efficacy at 0.01 level (Table 1). It is inferred that those who are efficient in using internet were found to be safer on the cyber space.

Male students have more Cyber Security than the female students (Table 2). Male students have exposure to many things around them. They always like to explore the pro and cons of any technology they use. Their experimental attitude helps them gain necessary awareness in the issues and they analyse to find out a way to tackle threats. Whereas the female students do not explore the way a technology works. They are contented with what they get to work on and only when faced with threats and issues they probe into it and get the necessary awareness.

There is no significant difference between male and female students in their internet self-efficacy. Both male and female students have more or less same level of competency in internet usage.

There is no significant difference between undergraduate and postgraduate students in their cyber security and internet self-efficacy.

Students belonging to arts stream have more cyber security than students belonging to science and professional stream (Table 3). The students of arts stream gets leisure time and they tend to spend a lot of time on the cyber space compared to the professional and science stream students. The arts students browse the internet and get to know the types of threats that they may encounter or they might have been a victim of cyber attack and they learn from them and thus they tend to have high cyber security. Whereas the students of science and professional stream tend to browse the internet mainly for their academic works and they get less leisure hour for any other activities on the cyber space and thus they have less cyber security. The difference between students belonging to science and professional stream on the level of cyber security is negligible.

The students belonging to professional stream have more internet self-efficacy than the students belonging to science stream. The students in professional stream use internet more for their academic purposes and they tend to refer to various information on the cyber space. As they have intense practice of browsing, searching, retrieving and storing the required information from internet they become competent enough to use the cyber space and thus have more internet self-efficacy than the students belonging to science stream. While there is no difference in internet self-efficacy between students belonging to arts and science and between students belonging to arts and professional stream.

From the research conducted, it is inferred that the cyber security and Internet self-efficacy are positively and significantly correlated to one another. This is supported by the study conducted by Peng, Tsai and Tien Wu (2006), who advocated that students who perceive the internet as a leisure tool had more positive attitudes and communicative internet self-efficacy than students who use the internet as a functional technology. The finding is also in contradictory to the study by Wu, Chen and Liang (2017) who found out the only one factor out of five of cyber security had correlation with internet self-efficacy. The major findings and the possible reasons have been listed above. The inference on the difference in gender is supported by the study of Peng, Tsai and Tien Wu (2006). The finding that there is no significant difference between male and female students and undergraduate and postgraduate students in their Internet self-efficacy is supported by the study of Wu, Chen and Liang (2017) but the finding is in contradiction with the findings of Tsai and Tien Wu (2006) who found that male students have more internet self-efficacy than their female counterparts. Proper motivation, the right attitude and perception towards cyber security and getting oneself competent in the usage of the cyber space will ensure a much safer and secured experience on the cyber space.



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TRIPPLICANE, CHENNAI-600 005.

7.0 Conclusion

It is to be noted that the female students have less cyber security than their male counterpart and this is a matter of concern. With an increase in the amount of cyber crimes against women, it becomes the need of the hour to orient female college students with proper awareness, inculcate the right attitude towards cyber security and imbibe in them the best security behaviours and security practices. Making them competent and increasing their self-efficacy in the usage of internet will help them to take necessary actions when faced with security issues and will help them to have a safe online experience. Periodic check by the parents and teachers on the cyber activity carried out by the students will also ensure their safety online. The right amount of awareness, positive attitude, best cyber behaviour and security practices and being confident in accessing the cyber space will make the virtual world secure and more reliable for anyone who accesses it.

The Ministry of Human Resource and Development, India has taken up the initiative of educating parents, teachers and students on the issues related to the cyber space and have come up with booklets. With the help of these booklets the students can be given more awareness to safeguard themselves.

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Volume IX, Issue II, FEBRUARY- 2020

1. A REVIEW ON COMPETITOR PRELECTION OVER BIG DATA THROUGH MACHINE LEARNING
(<https://app.box.com/s/9t5wqgfn4rzbjqt4qmdjub1c95aq0gs9>)
Ganga Patur, Shri JTT University Rajasthan
Dr.K.E.Balachandrudu, Arjun College of Technology & Sciences Hayathnagar
Page No:1-9
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56784 (<https://app.box.com/s/9t5wqgfn4rzbjqt4qmdjub1c95aq0gs9>)
2. Impact of microfinance on women empowerment in rural areas of R.R. Dist in Telangana State
(<https://app.box.com/s/erya1wpjszq0ak1r0kqui9v7phb6idyb>)
K. VENKATESHWARLU; Dravidian University, Kuppam, AP
Dr.KANKIPATI SRINIVASA RAO; Vivek Vardhini College of P.G Studies Hyderabad
Dr.Jacob Kalle; ICSSR – Southern Regional Centre Hyderabad
Page No:10-16
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56785 (<https://app.box.com/s/erya1wpjszq0ak1r0kqui9v7phb6idyb>)
3. Protection of children from sexual offences (<https://app.box.com/s/4aaareno9ef4fdk3ihpt054dp6tuoi5m>)
CHOPPARAPU SRINIVASARAO.MA..LL.B. Advocate Guntur.
Page No:17-24
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56786 (<https://app.box.com/s/4aaareno9ef4fdk3ihpt054dp6tuoi5m>)
4. ANALYSIS ON PROTECTION OF CHILDREN IN INDIA (<https://app.box.com/s/qwpeca3rluzosv53khr4ef8jmqf9btijm>)
CHOPPARAPU SRINIVASARAO.MA..LL.B. Advocate Guntur
Page No:25-29
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56787 (<https://app.box.com/s/qwpeca3rluzosv53khr4ef8jmqf9btijm>)
5. STAMP: ENABLING PRIVACY-PRESERVING LOCATION PROOFS FOR MOBILE USERS
(<https://app.box.com/s/nbdqergmoopy6szg3uio1dlryyg7vmds>)
V.MADHUKAR MCA, M.Phil (CS); Chaitanya PG College (Autonomous)
Page No:30-35
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56788 (<https://app.box.com/s/nbdqergmoopy6szg3uio1dlryyg7vmds>)
6. STUDY HABITS AND ACADEMIC ACHIEVEMENT AMONG B.ED. TRAINEES IN COLLEGES OF EDUCATION IN BANGALORE DISTRICT
(<https://app.box.com/s/4d9kppv5uddaslii392oj0tsu4hr29s5>)
Channakeshava .B, Dr. K. Anandan, Dr. A. Tholappan ; Bharathidasan University, Tiruchirappalli, Tamil Nadu
Dr. A. Srinivasacharlu; New Horizon College of Education (Aided), Bangalore
Page No:36-44
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56789 (<https://app.box.com/s/4d9kppv5uddaslii392oj0tsu4hr29s5>)
7. A study on Globalization in Manjula Padmanabhan's Harvest (<https://app.box.com/s/g1g36qxe8ja3fttwqs65ot17yjauiqtb>)
K.SURESH, 2Dr.D.SHANMUGAM, Annamalai University Chidambaram, Tamilnadu, India
Page No:45-54
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56790 (<https://app.box.com/s/g1g36qxe8ja3fttwqs65ot17yjauiqtb>)
8. The distribution of native plants by Pteropus giganteus (<https://app.box.com/s/obssydc1072v3vjk4tv3isg9v67i88q>)
ER. Prasad SR.Sivakuntar; Bharathidasan University, Tiruchirappalli - 620 024, Tamil Nadu, India
Page No:55-65
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56791 (<https://app.box.com/s/obssydc1072v3vjk4tv3isg9v67i88q>)
9. Comparative study of recent algorithms used in Natural Language Processing (<https://app.box.com/s/nr2pve3fw83916mm1938pyedzmq4qx>)
K.Gurumoorthy; Periyar University, Salem.
Dr.P.Suresh; Salem Sowdeswari College [Govt-Aided], Salem.Tamil Nadu
Page No:66-73
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56792 (<https://app.box.com/s/nr2pve3fw83916mm1938pyedzmq4qx>)

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67. Zinc oxide nanoparticles (ZnO-NPs) via green approach for enhanced antimicrobial activity against food-borne pathogen (F-BP) bacteria (gallery/67-p-february-1035.pdf)
ER. Prasad, S.R. Sivakumar, Bharathidasan University, Tiruchirappalli - 620 024, Tamil Nadu, India
Page No:562-576
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56850 (gallery/67-p-february-1035.pdf)
68. Artificial Intelligence based Analysis on Behavior Characteristics of Early Reviewers - Posted Reviews on Large E-Commerce Platforms (https://app.box.com/s/mmfvtp7crs7qmyovx0100b4akmfem86)
Sunkara Mohan Krishna; MANIPAL INSTITUTE OF TECHNOLOGY
Page No:577-580
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56851 (https://app.box.com/s/mmfvtp7crs7qmyovx0100b4akmfem86)
69. ASSISTANCE OF INTERNET OF THINGS IN FUTURE (https://app.box.com/s/246egvq6kb60s0aw2w11vfpencee8us8)
Dr M. Rama Naik; JNTUACEA.
Dr. D. Varalakshmi, School of Management Studies, JNTUA
Page No:581-588
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56852 (https://app.box.com/s/246egvq6kb60s0aw2w11vfpencee8us8)
70. Evaluation of Skill Development in India (https://app.box.com/s/bj729eqovy2lc72ihnkvb87qyz0vhg0p)
Dr.S.R.Pagare; K. J Somaiya College of Arts, Commerce and Science, Kopergaon
Page No:589-595
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56853 (https://app.box.com/s/bj729eqovy2lc72ihnkvb87qyz0vhg0p)
71. VOCATIONAL EDUCATION IN INDIA (https://app.box.com/s/u0srfgttrfhtx4btw2jbjpifjnhn0blwy)
Dr.I.Ambeth ; TamilNadu Open University, Chennai-15,Tamilnadu
Page No:596-600
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56854 (https://app.box.com/s/u0srfgttrfhtx4btw2jbjpifjnhn0blwy)
- 72.STRUCTURAL EQUATION MODELING-IMPACT OF OCB ON THE INDIVIDUAL WORK COMMITMENT AND INDIVIDUAL WORK PERFORMANCE OF THEEMPLOYEES (https://app.box.com/s/2z8wyqds871ukq4oh0ez3fkdp98ajbpe)
Dr. A. Martina; The Tamil Nadu Dr. Ambedkar Law University,SOEL, Chennai, Tamil Nadu
Page No:601-610
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56855 (https://app.box.com/s/2z8wyqds871ukq4oh0ez3fkdp98ajbpe)
73. ETHICS FOR MANAGEMENT ACCOUNTANTS (https://app.box.com/s/eplvsqe1mswftmoiw9q02bfp66qfwexb)
Dr. BANDA RAJANI; Chaitanya Degree and P. G College (Autonomous), Hanamkonda, Warangal
Page No:611-615
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56856 (https://app.box.com/s/eplvsqe1mswftmoiw9q02bfp66qfwexb)
74. शोध-पत्र विषय- 21^{वीं} सदी के विन्दी विबंधों में राष्ट्रीय एकता बदलते संदर्भ म (gallery/74-p-february-1036.pdf)
मिप्रीत ससिंधु (शोधार्थी), शोध विदेशक (डॉ. विविद कु मार), लिली प्रोफे शिल यूविर्सिटी, जालंधर (पंजाब)
Page No:616-623
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56857 (gallery/74-p-february-1036.pdf)
- 75. A STUDY OF RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE, EMOTIONAL INTELLIGENCE AND MINDFULNESS ON COGNITIVE FLEXIBILITY AMONG HIGHER SECONDARY STUDENTS (gallery/75-p-february-1037.pdf)**
G. Umamageswari, Dr.N. Kalai Arasi; N.K.T. National College of Education for Women
Page No:624-638
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56858 (gallery/75-p-february-1037.pdf)
76. Block Chain based Searchable Symmetric Encryption With TwoSide Verifiability (https://app.box.com/s/571lv9z2k4tvnmqrqt12hgfyxqcrcdu)
M. Anusha,P. Siva Prasad,L.V. Kiran; Godavari Institute of Engineering & Technology(A), Rajahmundry, AP
Page No:639-648
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56859 (https://app.box.com/s/571lv9z2k4tvnmqrqt12hgfyxqcrcdu)
77. A STUDY ON CROSS CULTURE AND WESTERN VALUES IN MARYAKANDAYA'S FICTION NOVELS- POSSESSION AND TWO VIRGINS (https://app.box.com/s/kp0v4ebt2r64tnq1556jd8a8debq18t2)
G. Pavani, Dr. Satkala; Shri JNT University, Rajasthan, Jhunjunu
Dr. Aravinda; Sri Nidhi Institute of Technology & Science, Hyderabad
Page No:649-652
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56860 (https://app.box.com/s/kp0v4ebt2r64tnq1556jd8a8debq18t2)
78. A STUDY ON UTILIZATION OF SERVICES OF PUBLIC SECTOR BANKS BY CUSTOMERS IN TUTICORIN DISTRICT (https://app.box.com/s/g4g9zrc7q54p9g20zuo3wdoipq2hl)
Mr. R. ARUMUGARAJAN; Manonmaniam Sundaranar University Tirunelveli.
Page No:653-664
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56861 (https://app.box.com/s/g4g9zrc7q54p9g20zuo3wdoipq2hl)
79. Benchmarking of Routing Protocols for WSNs (https://app.box.com/s/ldht62r09qy4010mzf3jze3oialxsmwz)
Preeti Yadav, 2Vinay Rishiwal, 3Omkar Singh; MJP Rohilkhand University, Bareilly, UP, India
Mano Yadav; Bareilly College, Bareilly, UP, India
Page No:665-668
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56862 (https://app.box.com/s/ldht62r09qy4010mzf3jze3oialxsmwz)
80. ANALYSIS OF PARTICULATE MATTER IN FLUE GAS AND ITS ATTENUATION BY RETROFITTING OF ELECTROSTATIC PRECIPITATOR (ESP) (https://app.box.com/s/xfasvnnwd8bw21c7nw00v8vb0g12xehe)
Dr.A.Mani, T.P.Meikandaan and M.Hemapriya; Bharath Institute of Higher Education and Research, Selaiyur, Chennai Tamil Nadu
Page No:669-681
DOI:09.0014.PARISHODH.2020.V9I2.0086781.56863 (https://app.box.com/s/xfasvnnwd8bw21c7nw00v8vb0g12xehe)

A STUDY OF RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE, EMOTIONAL INTELLIGENCE AND MINDFULNESS ON COGNITIVE FLEXIBILITY AMONG HIGHER SECONDARY STUDENTS.

G. Umamageswari
Research Scholar

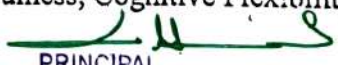
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ABSTRACT

Higher secondary students experience absence of freedom as well as a pressure on future planning. Students are put in immense pressure nowadays due to the increasing competitiveness in the field of education to prove themselves effective. This needs to be taken into consideration at top priority to protect students from manipulative behaviours. Therefore, the purpose of the study was to investigate the influence of Spiritual intelligence, emotional intelligence and mindfulness over Cognitive flexibility of higher secondary students in Chennai district. A total of 1200 students (600 boys and 600 girls) from three different schools in Chennai district were selected by stratified random sampling method to participate in this study. The Spiritual Intelligence self-report inventory by D. King (2008), Indigenous Emotional Intelligence scale by Olukayode Ayooluwa Afolabi (2017), Toronto Mindfulness scale (TSM) developed by Mark A.Lau (2006) and Cognitive flexibility inventory(CFI) developed by John P. Dennis & Jillon S. Vander Wal (2009). Statistical analysis, t-test, ANOVA, Pearson correlation, Multiple regression and Structural Equation Modelling (SEM), were used to explore association between the selected variables. The result of this study showed that there is significant difference between boys and girls with regard to Spiritual intelligence, emotional intelligence, mindfulness and cognitive flexibility. There is significant difference among students owing to birth order with regard to spiritual intelligence, emotional intelligence and cognitive flexibility, there is no significant difference in mindfulness owing to order of birth. The correlation analysis result revealed that higher the spiritual intelligence, emotional intelligence and mindfulness higher the cognitive flexibility of higher secondary students. Mediation effect of Mindfulness between Emotional Intelligence, Spiritual intelligence and Cognitive flexibility respectively was found to be effective. Direct effect of mindfulness towards cognitive flexibility was found to be significantly strong. The effect of emotional intelligence towards mindfulness was found to be negative indicating that emotional intelligence does not exhibit influence in promoting mindfulness.

Key words: Spiritual Intelligence, Emotional intelligence, Mindfulness, Cognitive Flexibility


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cognitive flexibility. The mediation of mindfulness proved to be effective between spiritual intelligence and cognitive flexibility, it was proved to be not so effective mediation between emotional intelligence and mindfulness. Mindfulness has a direct significant effect on cognitive flexibility.

The main aim of current study was to carry out an empirical exploration of association between spiritual intelligence, emotional intelligence and mindfulness with cognitive flexibility and the mediating effect of mindfulness on emotional intelligence, spiritual intelligence towards cognitive flexibility. This study proved that the mindfulness affects cognitive flexibility of higher secondary students through emotional intelligence and spiritual intelligence. It is concluded that if educational reforms focus on the promotion of emotional and spiritual intelligence along with mindful mediation practices student's cognitive flexibility would be improved so has to become a competent individual.

As there is no prior study existing in educational research using SEM analysis which combines the Cognitive flexibility with mindfulness, spiritual intelligence and emotional intelligence of students that shows the direct and mediation effect of mindfulness with the combination of variables spiritual intelligence and emotional intelligence towards cognitive flexibility. Therefore, there is no literature found to cite with the results of this research. The results of this research are not universal. The present study was limited to higher secondary schools in Chennai district. So, the results might not be helpful for other district schools which operate demographically in different countries and cultures. Thus, future study might increase the sample size by collecting data from different districts, states and countries to make the outcomes more universal and helpful for globalized education.

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An Analysis on Acceptance of Couple Violence among Married Student Teachers

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Abstract:

This study examines the acceptance of couple violence and compares the prevalence of abuse reported by married student-teacher on educational background, by type of male on female violence, female on male violence and general violence of respondent. A sample of 100 participants, filled in one acceptance of couple violence among married student-teachers questionnaire and a modified version instrument on acceptance of couple violence (Foshee, Fothergill and Stuart, 1992). Attitudinal data revealed a general disapproval of violence use, with greater violence support among married participants. When comparing violence in both relational contexts, we found that, more married partners reported general violence. Suggestions for future research are discussed.

Keywords: Acceptance, Couple Violence,

An Analysis on Acceptance of Couple Violence among Married Student Teachers

1. Introduction

**“Acceptance and tolerance and forgiveness,
those are life-altering lessons.” – Jessica Lange**

Cultural and social norms are highly influential in shaping individual behaviour, including the use of couple violence. Research on intimate partner violence has increased dramatically over the past 20 years. While greatly enhancing public awareness and understanding of this serious social problem.



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From a different perspective, Bandura's (1977) social learning theory understands violence as a series of acts learned by observation and imitation such that the resulting behaviors are shaped through incentives and rewards. An individual who was exposed to violence as a child tends to view violent behavior in a relationship as acceptable (Oliveira & Sani, 2009; Gover, Park, Tomsich, & Jennings, 2011).

2. Need for the Study

Nowadays, there is an abundant increase in divorce between the life partners due to misunderstanding and ego related issues. This type of mentality will ultimately affect the children's future. This situation has to be changed and each one has to realize their own responsibility in the family. They should think about the welfare of the children. Each partner has to accept their own mistakes and try to rectify those problems by discussing the matter with the spouse so as to solve the issues in the smooth manner. These ongoing issues have urged the investigator to study the acceptance of couple violence which will be of much use for the present society.

3. Statement of the Problem

The statement of the present study is given as:

"An Analysis on Acceptance of Couple Violence among Married Student Teachers."

4. Objectives of the Study

(i) To investigate if there is any significant relationship between the select variables among married student-teachers.

(ii) To investigate if there is any significant difference in acceptance of couple violence among married student-teachers.



5. Hypothesis of the Study

Based on the objectives and review of literature, the following hypotheses have been formulated:

(i) There is a significant relationship between acceptance of couple violence among married student-teachers.

(ii) There will be no significant difference among the dimensions namely, male on female violence, female on male violence, general violence and acceptance of couple violence among married student-teachers.

6. Method of Investigation

(i) **Sample:** From the target population a sample of 50 married student-teachers, were chosen from the B.Ed. teacher trainees, Random sampling method is employed in the present research to collect, analyze and interpret the data. Data collected from the select sample was scored, percentage and subjected to statistical processing for verification of hypothesis.

(ii) **Tools Used:** The research tools used for the present study to analyze the Acceptance of Couple Violence among Homemakers are Acceptance of Couple Violence (Foshee, Fothergill and Stuart, 1992) Point values are as indicated. Three subscales can be scored: the Acceptance of Male on Female Violence subscale is based on items 1, 3 and 4; the Acceptance of Female on Male Violence subscale is based on items 5, 6 and 8; and the Acceptance of General Violence subscale is based on items 2, 7, 9, 10 and 11. Within each subscale the score is calculated by summing the point values of the responses from a participant. Alternatively, the score can be derived by summing the point values and dividing by the number of responses. A high score indicates a high level of acceptance of couple violence; a low score indicates a low level of acceptance. Internal consistency: .74, .71 and .73.



(iii) **Pilot Study:** A pilot study is conducted to establish the validity and reliability of the questionnaire used for the study. The reliability of the questionnaire is established by using the split-half method. The square root of the reliability is treated as validity of the test.

Tool	Reliability	Validity
Acceptance of Couple Violence	0.862	0.943

7. Review of Related Literature

Intimate partner violence (IPV) refers to violence between two people involved in an intimate relationship, and it exists in all countries, cultures and societies (Ellsberg et al., 2014). The World Health Organization (2010) defines IPV as “behaviour within an intimate relationship that causes physical, sexual or psychological harm, including acts of physical aggression, sexual coercion, psychological abuse and controlling behaviours” (p.11). This term helps distinguish IPV from other types of domestic abuse such as child abuse and elderly abuse.

8. Analyses of Data

Percentages were calculated for the three subscales and the results have been presented below.

Table-1

An Analysis on Acceptance of Couple Violence among Married Student-teachers				
Subscale		Statements	Husbands	Wives
			%	%
Subscale 1	Male on Female Violence	1. A husband angry enough to hit his wives must love her very much.	42	65.5
		3. Wives sometimes deserve to be hit by the husband.		
		4. A wives who makes her husband jealous on purpose deserves to be hit.		
Subscale 2	Female on Male	5. Husband sometimes deserve to be hit by the wives they date.	51.83	76.66
		6. A wives angry enough to hit her husband must love him very much.		



	Violence	8. A husband who makes his wives jealous on purpose deserves to be hit.		
Subscale 3	General Violence	2. Violence between partners can improve the relationship.	48.1	66
		7. There are times when violence between partners is okay.		
		9. Sometimes violence is the only way to express your feelings.		
		10. Some couples must use violence to solve their problems.		
		11. Violence between partners is a personal matter and people should not interfere.		
	Total		47.45	68.77

Table 1 indicates the percentage of married student-teachers and their life partners in the acceptance of couple violence and its dimensions namely, male on female violence, female on male violence and general violence. As many as 76.66% of the respondents have agreed female on male violence which shows that acceptance of female on male violence is on the increase when compared with other dimensions. It is also evident that 65.5% of the respondents have accepted male on female violence and 66% have accepted the general violence between life partners.

Table -2
Analysis of Correlation among the Select Variables of Acceptance of Couple Violence of Married Student-teachers



	Male on Female Violence	Female on Male violence	General Violence	Acceptance of Couple Violence
Male on Female Violence	1	0.78**	0.59**	0.86**
Female on Male violence	X	1	0.66**	0.91**
General Violence	X	X	1	0.82**
Acceptance of Couple Violence	X	X	X	1

**Significant at 0.01 level

From the above table, it is evident that the selected variable i.e. acceptance of couple violence is significantly and positively correlated with all the subscales namely, male on female violence, female on male violence and general violence together and among themselves. It is found that the female on male violence is highly correlated with acceptance of couple violence. Hence, it is concluded that high acceptance of male on female violence, female on male violence and general violence will lead to high level of acceptance of couple violence.

Table - 3
Mean Difference of Acceptance of Couple Violence and its subscales among Married Student Teachers

Variable	Category	Sample Size	Mean	SD	SEM	SED	CR	Level of Significance
Male on Female Violence	Male Partner	50	5.04	2.08	0.29	0.41	6.81	0.01**
	Female Partner	50	7.86	2.06	0.29			
Female on Male Violence	Male Partner	50	6.22	2.32	0.33	0.51	5.88	0.01**
	Female Partner	50	9.20	2.73	0.39			
General	Male Partner	50	9.62	2.39	0.34	0.49	7.26	

Violence	Female Partner	50	13.20	2.54	0.36			0.01**
Acceptance of Couple Violence	Male Partner	50	20.72	6.04	0.86	1.18	8.33	0.01**
	Female Partner	50	30.56	5.76	0.82			

**** Significant at 0.01 level**

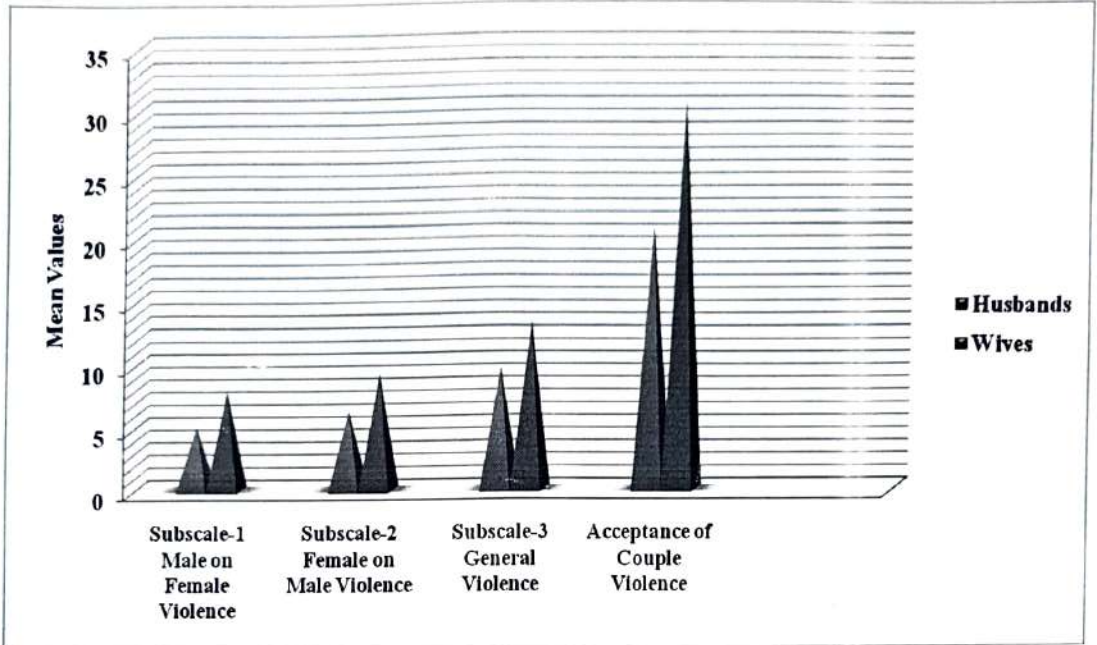
From the above table, it is inferred that there is significant difference between male and female partners in acceptance of couple violence, and in all the dimensions namely male on female violence, female on male violence and general violence and is significant at 0.01 level. Considering the dimensions and the select variable namely, acceptance of couple violence, it is evident that female partners exhibited more acceptance of male violence than their counterparts. Hence, it is concluded that acceptance of female on male violence is high when compared to other dimensions of acceptance of couple violence.

Therefore, the formulated hypothesis that there will be no significant difference among the dimensions, namely, male on female violence, female on male violence, general violence of acceptance of couple violence among married student-teachers is rejected.

Figure – 1

Mean Difference of Acceptance of Couple Violence among Married Student-teachers in Different Subscales





9. Results and Discussion

In some places, few data on violence against women are available. More research on the magnitude and nature of the problem of violence against women, and its costs, in given countries or settings is therefore urgently needed to provide a stronger basis for advocacy and action. More research needs be carried out on the causes of violence against women in different cultures and in different circumstances. Such research should aim to deepen understanding of both the risk and protective factors related to violence, focusing particularly on identifying key factors that are potentially amenable to intervention. Ensuring the further analysis of the existing database established by this Study will contribute greatly to understanding the determinants of the different patterns of violence.

Research on the male attitudes and female attitude beliefs that contribute to partner violence is needed if a comprehensive understanding of the problem is to be achieved. Longitudinal research is also needed on the evolution of violent behaviour by intimate partners over time, examining whether and how it differs from the development of other violent behaviours. Research to inform the design and delivery of interventions where these do not exist needs to be accompanied by evaluation research on the short- and long-term effects of programmes to prevent and respond to partner violence

10. Conclusion

Findings of intimate partner victimization vary widely from various studies. Some studies concluded that women and men are equally likely to be victimized by their partners, but others conclude that women are more likely to be victimized. Some studies concluded that minorities and whites suffer equal rates of intimate partner violence, and others concluded that minorities suffer higher rates.


Our results, however, are not conclusive regarding gender. Although in both relational contexts there was more parity in terms of violence, this did not appear to extend to all forms of violence. In dating relationships, males reported perpetrating and being victims of severe physical violence, whereas married women were the most victimized regarding all forms of violence.

Overall, these results highlighted the need to further explore and clarify the issue of gender in intimate relationships. Because our current research and other studies show high rates of mutual violence, it is imperative to understand the motives, contexts, and meanings of the reported episodes of violence. More specifically, future research will need to examine the motives for women's violent aggression, and how these acts impact on their experiences as victims, the context in which they practice violence as primary aggressors, or if they use violence only in self-defense.

The main strength of the present investigation is its large national sample, including students from various educational levels and age groups and the use of validated measures of behaviors and attitudes with respect to violence in intimate relationships.

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C O N T E N T S

Volume 8

Issue 9(8)

September 2019

S. No		Pg.No
1.	Appraisal of Arithmetic Word Problems among Students with Hearing Impairment at Primary Level T. Geetha and R. Ranjitha	1
2.	Effect of Training Package on Developing Optical Visual Skills of Children with Low Vision S.Revathi	5
3.	Student-Teachers' Attitude Towards Inclusive Education: A Study to Invigorate Teacher Education K.Deepa and P.Janardhana Kumar Reddy	11
4.	Impact of School Readiness Training Programme on Visually Impaired Students Pre-Cane Technique Minati Rani Mohapatra	17
5.	Curriculum for Children with Autism Spectrum Disorder in Inclusive Set-Up Nandita Chakrabarty	27
6.	Technology: Knowledge and Skills on Technology among Students with Visually Impaired E.Nivethana and K.Sambath Rani	36
7.	A Study on Test Anxiety and Problem Solving Ability of Student Teacher Trainees P.C.Santhanalakshmi	43
8.	Attitude of Teachers Towards Inclusive Education P.S.Asha, T. Angelin Gracy and K.Rekha	49
9.	Positive Behavioral Intervention and Support for Students at Risk for Disabilities in Inclusive School G.Victoria Naomi and M.Revathi	53
10.	Writing Skills in Morphological Development Among Children with Hearing Impairment R.Shanthi and T.G.Amuthavalli	60
11.	Acquisition of Geometric Skills Among Students with Hearing Impairment at Secondary Level R.Lavanya and R.Vaijyanthi	66


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N.K.T. NATIONAL COLLEGE OF EDUCATION
FOR WOMEN (AUTONOMOUS),
TRIFLICANE, CHENNAI-600 005.

12.	Attitude of Student Teachers towards using Mobile Technology in Inclusive Class Room	71
	R Premalatha and M.Chandravathana	
13.	Gender Disparity in Enrolment in Secondary Education – State wise Analysis	76
	S.Shanthi	
14.	Value Education and Inclusion: A Shift Towards Inclusive Curriculum for Children with Mild Intellectual Disability CWMID	82
	Sampurna Guha and Sudha A	
15.	Creating an Inclusive Learning Environment for Students with Special Needs	88
	V.R.Santhakumari	
16.	Effectiveness of Language Games in Learning English Grammar at the Secondary Level	91
	N.Vasuki	
17.	Teachers Attitude towards Teaching Science Experiments to Visually Impaired Students	96
	M.Revathi and G.Victoria Naomi	
18.	Teaching Braille Nemeth Codes for the Children of Visually Impaired in Primary Classes	100
	R.Nagomi Ruth and S.V.Jayashree	
19.	Cognitive Behavior Therapy and Sport: A Comparative Study of Academic Performance and Well Being of Students with Learning Difficulties	105
	Sudha R	
20.	Application of E-Content in Teaching of English Education on Attitude of Student-Teachers	114
	T.Keziah	



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FOR WOMEN (AUTONOMOUS),
TRIPPLICANE, CHENNAI-600 005.



CREATING AN INCLUSIVE LEARNING ENVIRONMENT FOR STUDENTS WITH SPECIAL NEEDS

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Abstract

Despite being more vulnerable to developmental risks, young children with disabilities are often overlooked in mainstream programmes and services designed to ensure child development. They also do not receive the specific support required to meet their rights and needs. Children with disabilities and their families are confronted by barriers including inadequate legislation and policies, negative attitudes, inadequate services, and lack of accessible environments. If children with developmental delays or disabilities and their families are not provided with timely and appropriate early intervention, support and protection, their difficulties can become more severe, often leading to lifetime consequences, increased poverty and profound exclusion. All Early Childhood Development, Education and Human Rights actors should therefore commit to advancing not only the needs of children but also give special attention to the area of inclusive education.

Introduction

Working with special needs students requires a level of training that specifically accommodates individuals with disabilities. Teachers who work with special needs students learn how to identify disabilities and design tailored curriculums based on assessment results and empirical data.

The Inclusive Classroom

Special Education Classroom

What should I look for in a special education graduate program?

Additional Resources

The job of a special educator is a demanding one, but with the right tools and strategies, the rewards can far outweigh the challenges. We've compiled a list of tips and resources to help you be as effective as you can with your students

An inclusive classroom is staffed with a regular education teacher and a special education teacher. The student population includes students with and without disabilities. The teachers often co-teach in order to address the wide-ranging needs of their students. **Note:** Inclusive classrooms vary greatly. Some schools only educate students with mild disabilities in general education classrooms while others maintain separate classrooms for students with moderate and severe



disabilities. Each school has its own vision of how to implement inclusive practices.

Objectives

- Creating a proactive learning environment for children with special needs is a very important part of special education.
- Children learn best when they feel safe, comfortable and can explore their environment on their own.
- However, having a disability often results in a lot of obstacles to this learning process. Here are some ideas that you can use in a classroom or at home to help children with special needs explore their environment

Accessible Structure and Furniture

The classroom or home must be accessible to the child with special needs. If the child is in a wheelchair, all the activity areas of the classroom must be wheelchair accessible as well as at a height that can be reached easily from the wheelchair. Similarly, toys and other storage areas must be accessible to the child.

Accessibility for Manipulation

Some children with special needs have difficulties with fine coordination and manipulation. These kids usually struggle with handling art materials like paintbrushes and pencils, puzzle pieces and have a hard time playing educational games that require fine coordination.

You can help these children to learn by providing modified art materials like thick-handled paintbrushes, add handles or other grasping aids to puzzles and toys, and also by providing alternate activities that do not require a lot of fine coordination.

Visual Accessibility

A lot of children with special needs have associated deficits in vision

Use bright colors and plenty of contrast in the learning materials to make them interesting for the child.

Provide books with large and bold fonts to make them accessible for the children.

Safety

Take additional precautions to ensure that your classroom is safe.

Provide non-slip flooring and work surfaces, grab bars or rails and stable furniture to promote safety.



Conclusion

In addition to providing a proactive learning environment, the teacher or parent will need to support the child to encourage them to learn.

They will need to provide materials and ensure that the child is comfortable, as well as encouraging them to keep going.

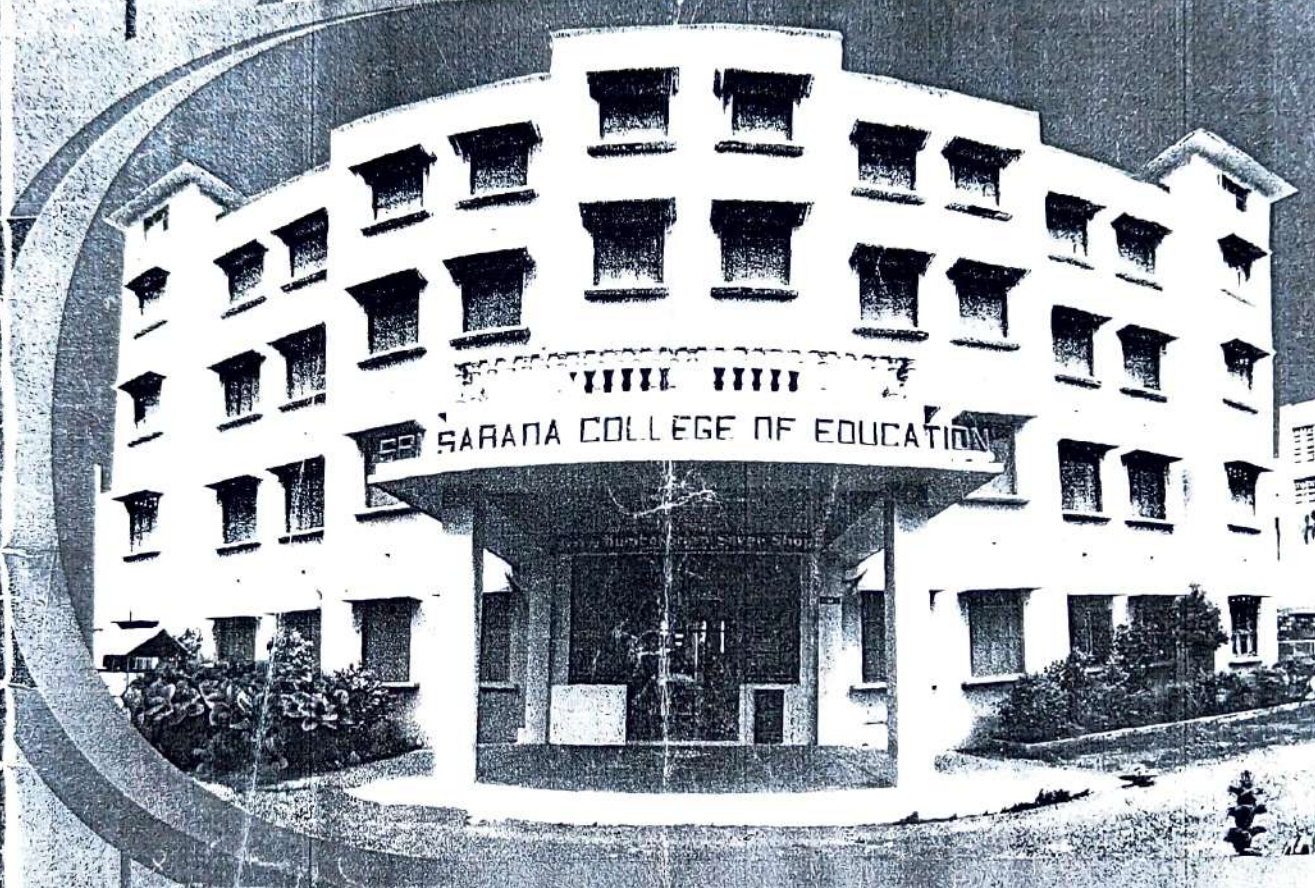
Reward and praise children for staying with the task with stickers, candy or by showing their projects to the rest of the class and/or the parents of the special education student.

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INFLUENCE OF CLASSROOM ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

Classroom environment plays a significant role in determining students' level of academic achievement and enhancing their holistic growth. For students, classroom is not just an intellectual space, but also a social, emotional and physical environment. The purpose of this study was to examine the influence of classroom environment on academic achievement of secondary school students. This study adopted normative survey method for collecting data. The sample consisted of 150 students where 72 were boys and 78 were girls. Two research questions were framed to guide this study. The collected data were tabulated and analyzed using 't' test and Cronbach alpha co-efficient method. The results revealed that there are significant differences between boys and girls in classroom environment and academic achievement. In classroom environment and academic achievement, girls excelled boys. Also, there existed significant relationship between classroom environment and academic achievement.

Keywords: Classroom Environment, Academic Achievement, Gender.

INTRODUCTION

Classroom is a place where the students learn the various skills that are necessary to qualify them to become significant adults. Ashton (2001) states that a classroom is where the students gain understanding of the contribution that they can make to build their identity and their society. It is where the students acquire the knowledge needed to achieve their ultimate goals and objectives in future life.

With the classroom being such an important place in the growth and development of a student, it is important, therefore, to understand the ways in which to form its environment in order to have

maximum effective instruction. If schools play a major role in teaching, then every necessary steps should be taken to safeguard the learning environment that helps students work hard to achieve success. If not dealt with adequately, a classroom can be set up in a way that hinders creativity or, at least, in a way that does not promote acceptable learning level (Kilie, 2012). There are many things that can affect this environment. These may include physical elements such as wall art, arrangement of desks, and other learning resources.

Tsavga (2011) asserts that the learning environment plays a crucial role in determining students' success as it

determines how a student behaves and handles his learning tasks. Indeed, the environment in which one finds himself tends to mould his behaviour so as to meet the demands of learning. In the Sudan, where this study takes place, the researcher observes that the desire for providing quality education has increased and thus multiplies the responsibility for establishing a classroom environment that is effective and conducive to learning. It is generally known that poor classroom environment is expected to reflect negatively on students' performance.

PURPOSE OF THE STUDY

The main purpose of this study is to investigate the influence of classroom environment on the academic achievement of the secondary school students in Chennai. Specifically, this study seeks to assess the influence of classroom physical environment on academic achievement of secondary school students.

RESEARCH QUESTIONS

The following research questions were formulated to guide this study:

1. Is there any significant relationship between classroom environment and the achievement of secondary school students?
2. Is there any significant difference between boys and girls in the classroom environment and academic achievement of secondary school students?

SIGNIFICANCE OF THE STUDY

This study is significant because its findings will draw parents', school management authorities, teachers', students' and the society's attention to the importance of creating an adequate learning environment in classrooms. Consequently, the findings of this study will assist school administrators and curriculum developers to implement strategies that promote classroom atmosphere and make it more suitable for learning among secondary school students. Furthermore, the findings of the study will act as a reference to other researchers interested in this area of study.

LITERATURE REVIEW

Umar (2017) revealed through his experimental study that there are significant differences between the achievements of the Experimental and the Control group in English in favour of the Experimental group who have studied under favourable classroom conditions. Ashton (2001) reported that environment is a place where the child grows up to function as a positive member in the society. It includes the home, the school, the peer group, and the classroom. At the level of education, Nwangwu (1990) listed the various elements that constitute the school environment which includes school buildings, classrooms, furniture, playgrounds, sporting facilities, laboratories, libraries and the other

equipment which aid the teachers in delivering effective lessons.

According to the National Council for Teacher Education (NCTE) in India, small class size leads to proper engagement of the learners, increases their participation and attentiveness, and keeps them alert. Smaller class size allows educators to focus more on the pupils in their teaching and results in better understanding and helps the teachers to adjust their methods to meet individual students' needs. At another level, it is found that large class size makes monitoring of students' very difficult and thus encourages pupils' disruptive behaviour (Bascia, 2003).

The studies reviewed above reveal that classroom environment does have a significant influence on students' academic achievement. Classroom environment enhanced with accessibility of adequate teaching materials and other facilities is bound to secure students' success in learning different subjects including language. Indeed, positive environment coupled with good quality instructional materials can motivate interest, maintain concentration and make learning in general and language learning in particular a more enjoyable, meaningful and fruitful experience.

RESEARCH METHODOLOGY

For the present study, normative survey method was used. Using random

sampling method, the sample chosen for the study consisted of 150 students (72 boys and 78 girls) studying ninth standard in a government school located in Chennai.

TOOLS USED

In this research study, half yearly marks of the students were taken from the mark register for their academic achievement and Classroom environment questionnaire adapted from Fraser (1986) which was five point scale the scoring procedure were as follows.

- 1. = Never happens in class.
- 2. = Rarely happens in class.
- 3. = Sometimes happens in class.
- 4. = Often happens in class.
- 5. = Always happens in class.

The reliability of the classroom environment questionnaire is 0.82 which is highly reliable and has a validity of 0.91.

DATA ANALYSIS

The students' scores were tabulated and prepared for analyses. The researcher has used Microsoft Office, Excel version 2013, for data entry and analysis. The statistical tests used in this study were Pearson Product Moment Correlation method for finding the relationship between two variables and t test was used to find out the difference with respect to gender in classroom environment and academic achievement of students.

FINDINGS

Research Question 1: Is there any significant relationship between classroom environment and the achievement of secondary school students?

From the value presented in table 1, it is inferred that there exists significant and positive relationship between classroom environment and academic achievement of secondary school students. This reveals that higher the positive classroom environment higher the academic achievement of students.

Research Question 2: Is there any significant difference between boys and girls in the classroom environment and academic achievement of secondary school students?

It is inferred from the values presented in table 2 that there is significant difference between boys and girls in Classroom Environment and Academic achievement at 0.01 level. From the mean scores, it is observed that girls (50.12) have more adequate classroom environment when compared to boys (45.32). This may be due to the fact that girls tend to adjust to their surroundings and put more effort in achieving their goals.

Also, it is evident that girls were better in the academic achievement when compared to boys. This may be due to their sincere efforts and hardworking and want to fulfill their objectives even though there are

hurdles in between. They put the blame on themselves for their failure and try to compensate on learning and achieve more marks.

RECOMMENDATIONS

Initially, this study has proved that classroom environment plays a crucial role in deciding students' academic achievement; therefore, it is recommended that classroom environment should be carefully structured and all the necessary facilities should be provided to each school on priority basis. It is necessary that all classrooms should be fully equipped with instructional aids, supplied with maps, charts, posters and murals etc., as these elements are likely to increase interest, attentiveness and the motivational level of the students. With respect to classroom size, it is revealed that suitable class size stands as an essential factor that determines students' success in learning different school subjects. This fact makes it important that the government should enforce the recommended standard size in constructing classrooms throughout the country. The government should acquire sufficient funds and land for building schools in suitable locations and stress that the number of students in each class should not exceed the specified limit. Furthermore, classrooms should be designed in such a way that allows various technologies to be used in classrooms.

It is also important that proper lighting system should be ensured so that the teaching learning process takes place in a well-lighted, properly ventilated atmosphere. In addition, continuous power supply should be ensured and fully secured. The government is requested to provide enough infrastructural facilities to all students. Audio-visual aids should be made available in all classrooms as these aids play a crucial role in strengthening students' motivation and hence their academic achievement.

CONCLUSION

As Kothari Commission says, the future generation are being shaped in the classrooms, it is important to provide congenial classroom environment to improve the standard of education for the students who are studying in government schools. Although, the government is taking necessary steps to improve the infrastructural facilities like classrooms, library etc., it should be properly maintained by the school authorities. In order to bring our country, a developed one, all should work together to improve the quality of education and sail together with the advancement of science and technology so that the dream of Late Dr.A.P.J.Abdul Kalam will become true one day.

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Editorial.....

It is heartening to note that our journal is able to sustain the enthusiasm and covering various facets of knowledge. It is our hope that IJMER would continue to live up to its fullest expectations savoring the thoughts of the intellectuals associated with its functioning. Our progress is steady and we are in a position now to receive evaluate and publish as many articles as we can. The response from the academicians and scholars is excellent and we are proud to acknowledge this stimulating aspect.

The writers with their rich research experience in the academic fields are contributing excellently and making IJMER march to progress as envisaged. The multidisciplinary topics bring in a spirit of immense participation enabling us to understand the relations in the growing competitive world. Our endeavour will be to keep IJMER as a perfect tool in making all its participants to work to unity with their thoughts and action.

The Editor thanks one and all for their input towards the growth of the Knowledge Based Society. All of us together are making continues efforts to make our predictions true in making IJMER, a Journal of Repute


Dr. K. Victor Babu
Editor-in-Chief


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CONTENTS

Volume 8 Issue 9(8) September 2019

No	Pg.No
1. Appraisal of Arithmetic Word Problems among Students with Hearing Impairment at Primary Level T. Geetha and R. Ranjitha	1
Effect of Training Package on Developing Optical Visual Skills of Children with Low Vision S.Revathi	5
Student-Teachers' Attitude Towards Inclusive Education: A Study to Invigorate Teacher Education K.Deepa and P.Janardhana Kumar Reddy	11
Impact of School Readiness Training Programme on Visually Impaired Students Pre-Cane Technique Minati Rani Mohapatra	17
Curriculum for Children with Autism Spectrum Disorder in Inclusive Set-Up Nandita Chakrabarty	27
Technology: Knowledge and Skills on Technology among Students with Visually Impaired E.Nivethana and K.Sambath Rani	36
A Study on Test Anxiety and Problem Solving Ability of Student Teacher Trainees P.C.Santhanalakshmi	43
Attitude of Teachers Towards Inclusive Education P.S.Asha, T. Angelin Gracy and K.Rekha	49
Positive Behavioral Intervention and Support for Students at Risk for Disabilities in Inclusive School G.Victoria Naomi and M.Revathi	53
Writing Skills in Morphological Development Among Children with Hearing Impairment R.Shanthi and T.G.Amuthavalli	60
Acquisition of Geometric Skills Among Students with Hearing Impairment at Secondary Level R.Lavanya and R.Vaijyanthi	66


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TECHNOLOGY: KNOWLEDGE AND SKILLS ON TECHNOLOGY AMONG STUDENTS WITH VISUALLY IMPAIRED

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"Technology can become the "wings" that will allow the educational world to fly farther and faster than ever before—if we will allow it." - Jenny Arledge

Abstract

The word "technology" can also be used to refer to a collection of techniques. In this context, it is the current state of humanity's knowledge of how to combine resources to produce desired products, to solve problems, fulfill needs, or satisfy wants; it includes technical methods, skills, processes, techniques, tools and raw materials. The study is investigated in the survey method and used the adapted tool on technology. The sample size is 20 irrespective of both independent and dependent variable. The conclusion is that there will be a lack of knowledge and usage of technology for students with visual impairment. So the study revealed that to create more awareness on technology for visual impairment to develop their capacity and potentiality.

Introduction:

The word "technology" can also be used to refer to a collection of techniques. In this context, it is the current state of humanity's knowledge of how to combine resources to produce desired products, to solve problems, fulfill needs, or satisfy wants; it includes technical methods, skills, processes, techniques, tools and raw materials. The term "visual impairment" is used to describe a wide range of conditions which affect clarity of vision and visual field. Technology can be invaluable for people with visual impairments, both as a tool for learning and communication and for providing visual stimulation. By using a computer with appropriate software and hardware the visually impaired user can be given access to standard resources. For example, speech synthesis can read a word processed file to a blind person without the need to have it translated into Braille. Assistive technology devices are available in a variety of categories to address functional capabilities of students with disabilities. Categories of assistive technology include: academic and learning aids; aids for daily living; assistive listening devices and environmental aids; augmentative communication; computer access and instruction; environmental control;