

ISSN 2278 - 6899

# INIGO EDU RESEARCH

a peer reviewed and refereed bi - annual journal

Volume. 15

No.2

July - December - 2022



Published by :

**St. Ignatius College of Education** (Autonomous)

(Re-accredited with 'A' Grade by NAAC)

Palayamkottai, Tirunelveli - 627 002,

Tamilnadu, India.

[www.ignatiuscollegeofeducation.com](http://www.ignatiuscollegeofeducation.com)



## WELLBEING AND RESILIENCE OF TEACHERS

**\*Maria Saroja, M \*\* Vasanthi Medona, L**

*\*Research Director, IQAC Coordinator & Associate Professor of Biological Science  
St. Ignatius College of Education (Autonomous), Palayamkottai*

*\*\* Principal*

*St. Ignatius College of Education (Autonomous), Palayamkottai*

### ABSTRACT

Educators can change the course of a student's life with one kind word, and one thoughtful glance. Indicating the importance of highly skilled teaching professionals who appropriately model self-awareness, mental health, and positive contributions to their students. Teachers are the seeds supporting either the growth of flowers or the spread of weeds. We believe teachers can help students find happiness in a very difficult world, and it starts with promoting well-being within themselves, by tending to their garden of human potential. Beyond the impact on educators' mental health, the promotion of well-being in teachers may produce net gains financially by increasing the well-being of the general population. Emotional exhaustion may be the first sign of overwhelming teaching stressors, which deplete educators of necessary positive affect, such as enthusiasm. Enthusiasm, in particular, is a critical component of the profession, as it may positively contribute to students' levels of intrinsic motivation and vitality. Emotional depletion, and other negative affective states such as anger, depression, and anxiety, may be linked to chronic stress and burnout.

**Keywords:** emotional exhausting, emotional depletion, well-being

### Introduction

Every day, students and teachers alike are seeking key components of well-being, a key component of the good life. All people, including our youth, have an insatiable desire to find happiness through this ideal (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). Educators can provide a space where students can safely engage in the process of building the components of well-being (Gillham et al., 2013). . In order for educators to be able to teach their students about how to live happily, think

critically, and connect deeply with others, they must embody and model these skills themselves. They must learn and practice the components of well-being first before teaching these skills to others. Wellbeing and resilience of pre-service teachers is a significant concern for both their present functioning as university students and for their ongoing engagement in the teaching profession. University students face higher distress than the general population (Mansfield et al., 2016). Also, teaching is one of the most stressful professions (Gu &

Day, 2007) due to high levels of everyday stress and higher risk for burnout, compared to many other occupations (Fernet et al., 2012). There are a number of key sources of stress and adversity in the education system, including: heavy workload, working with limited resources and supports, challenging needs of students (Leroux & Théorêt, 2014), pressure for performativity of teachers and students through education policy reform (Huisman et al., 2010), demanding school settings, and relational and emotional demands of the role (Fernet et al., 2012). Like professionals working in health and social services sectors, teachers experience significant compassion fatigue (Cherkowski & Walker, 2018). Furthermore, high attrition rates of teachers have been connected to burnout and stress in the profession (Brasfield et al., 2019; Squires, 2019). The everyday adversity requires a resilience response from teachers and needs to be considered in university training of pre-service teachers. So the present paper highlight the importance of building resilience in the wellbeing of the teachers.

### Well being

The World Health Organisation's (1947) constitution which defined health as "a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity". Wellbeing have

identified two broad categories: objective and subjective wellbeing. The objective dimensions of wellbeing are generally considered external to the individual and may include economic resources. Subjective dimensions of wellbeing variously encompass factors such as happiness, emotion, engagement, purpose, life satisfaction, social relationships, competence and accomplishment. Dodge, Daly, Huyton and Sanders (2012) propose a new definition of wellbeing as "the balance point between an individual's resource pool and the challenges faced". Fig. Shows the model of well-being (Dodge, 2012)



### Factors Impact on Teacher wellbeing

The factors that impact on teacher wellbeing, Acton and Glasgow (2015) distinguish between individual, relational and external factors. However, a more holistic approach to this can be found in Price and McCallum's (2015) article where Bronfrenbrenner's (1979) ecological model was applied. The five systems of the ecological model were used as a framework to explore factors that impact on teachers' wellbeing. The following picture represent the factors influencing the well-being of the

teachers. **Microsystem**-The first system, the microsystem, refers specifically to the individual teacher and their relationship with their classroom and school environment and the many factors that influence them. The evolving interaction between the individual (teacher) and their environment is influenced by (teacher) perceptions, capacities and the way they deal with the environment (Bronfenbrenner, 1979).

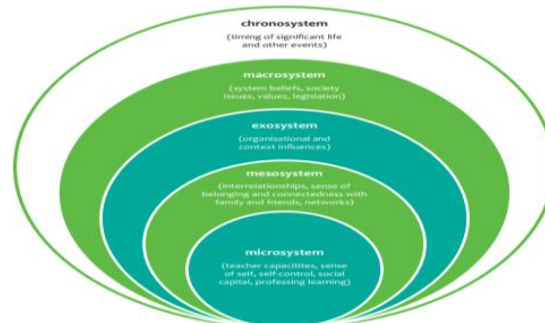
❖ **Mesosystem**-The school environment is central to teacher's wellbeing, contexts of family, friends, networks (the mesosystem system).

❖ **Exosystem**- as well as wider organisational, system, societal, environmental and cultural contexts (the exosystem level) interact on the teacher with varying effects.

❖ **Macrosystem**-System and societal beliefs, values and legislative influences (the macrosystem level) increasingly impact on teachers' wellbeing.

❖ **Chronosystem**-The timing of events, decisions and actions (the chronosystem level) may play a pivotal role in influencing teacher wellbeing.

Fig.2. Shows the Bronfenbrenner's ecological model (1979).



This nested structure of Bronfenbrenner's ecological model provides a lens to identify teacher perceptions of key themes of the environmental interconnectedness with an individual teacher's wellbeing. Teachers operate and interact in numerous microsystems including the school environment, home, community groups, friendships and so forth.

❖ **Emotional exhaustion**- Emotional exhaustion is often defined as the chronic state of emotional and physical depletion due to high levels of stress or workload (Wright & Cropanzano, 1998). Emotional exhaustion may be the first sign of overwhelming teaching stressors, which deplete educators of necessary positive affect, such as enthusiasm. Enthusiasm, in particular, is a critical component of the profession, as it may positively contribute to students' levels of intrinsic motivation and vitality (Patrick, Hisley, & Kempler,

2000). Indeed, emotional exhaustion is one of the three fundamental symptoms of burnout as defined by Maslach, Jackson, & Leiter (1996). Unfortunately, educators are subject to the largely negative impact of emotional depletion and exhaustion.

❖ **Increased burnout-** Burnout may be defined as chronic emotional depletion which has remained unresolved due to high stress and workload. Burnout ultimately decreases work effectiveness, which is often the case for teachers in the classroom (Papastilianou, Kaila, & Polychronopoulos, 2009). Educational adversities such as poor student behavior, increasing job responsibilities, and higher academic demands immediately impact new teachers, causing many to experience the symptoms of burnout within their first eight months in the career (Pillay et al., 2005).

**High turnover and attrition-**Chronic emotional depletion may cause teacher burnout, leading to high levels of turnover and attrition in the field. Estimates suggest that between 40- 50% of new teachers will leave the profession within five years of starting their careers (Mansfield, Beltman, Broadley & Weatherby-Fell, 2016), many of whom experienced symptoms of burnout prior to leaving the system. For example, 60% of educators who left the profession in the Netherlands had suffered from burnout (Farber, 1991). But even if teachers do not

leave the profession entirely, it is estimated that annual turnover is 25.6%, meaning that each year one out of every four teachers either leaves the profession or changes educational environments (Boe, Cook, & Sunderland, 2008). Research suggests teacher turnover may negatively impact school policy reform by creating a sense of instability and lack of consistency in curriculum implementation, resulting in the need for costly, continuous training for new teachers (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009). Even more devastating, the highest qualified teachers are the most likely to turnover by leaving the profession or transferring between buildings or districts (Boyd et al., 2009; Boe et al., 2008).

### **Resilience and mental wellness**

Resilience can be defined as an individual's ability to grow and to be successful regardless of life's stressors or adversities (Ungar, 2006) Individuals could not be characterized as resilient, however, if no adversity or risk to their development were present. The risk factors for students are diverse: challenging temperaments, low socioeconomic status, limited reliable housing, failed educational experiences, limited community resources, transience, maltreatment, violence, chemical dependency, etc. (Hunter, 2012; Public Health Agency of Canada [PHAC], 2006).



These factors are also dynamic, unpredictable, and often distressing. The ordinary processes of human adaptive systems, including brain development, relationships, emotional regulation, and a desire to learn, are significant contributors way to, and negotiate for, resources that will sustain their sense of well-being by meeting their needs (Ungar, 2013). When educators understand resilience, and when supports and interventions that develop resilience are available, the students will adjust their behaviours as needed, increasing their likelihood of experiencing mental wellness.

### **Mental Health Programming in Schools**

In an effort to teach, assist, and manage students successfully, educators frequently seek information about a student's history, including the state of the student's mental health, and by learning how to recognize and address mental health issues. Educators can play a significant role in a student's mental wellbeing (Meldrum, Venn, & Kutcher, n.d.). Mental health has been defined as the ability that individuals have to think and act in ways that enable them to enjoy their lives, even as they deal with challenges; mental illness is seen as changes in mood, thinking, and behaviour that impairs daily functioning and can be considered distressing (PHAC, 2006). In the past, mental health programming and services in schools have focused on identifying risk factors that affect children's

to an individual's resilience (Masten, 2001). Other influences that contribute to resilience include external assets such as school, family, and community (Bryan, 2005). Resilience definitions also encompass students' capacity to steer their health, and on understanding the signs and symptoms of potential mental illnesses – in an attempt to ensure that a student's mental health needs would be met through referral to appropriate health care providers. In Manitoba, more recent attention has been given to positive mental health promotion within the educational sector, with the intent to create environments that heighten protective factors and reduce risk factors for students (Government of Manitoba, 2014).

Indeed, philosophers and researchers have been contemplating the issue of well-being for many centuries (Linley, Maltby, Wood, Osborne, & Hurling, 2009). In modern times, this research has generally involved consideration of a global measure of wellbeing in reference to an individual's life (including both subjective well-being and human flourishing; e.g., Diener, Emmons, Larsen, & Griffin, 1985). In a recent review, however, Diener (2009) made a call for the advancement of research on well-being in different domains, including the domain of work. This type of contextual well-being is known as work-related well-being and refers to an individual's positive evaluation of

healthy functioning in their work environment (Van Horn, Taris, Schaufeli, & Schreurs, 2004). Domain specific well-being can be defined using either subjective well-being or human flourishing where these definitions are altered to tap into the context rather than global wellbeing. It predominantly involved examination of work-related flourishing of teachers—that is, teacher well-being.

In addition, global assessments of well-being were also included to further develop our understanding of well-being in relation to teachers. The issue of teacher well-being has received much attention over the past century (e.g., Borg & Riding, 1991; Kyriacou & Sutcliffe, 1977; Skaalvik & Skaalvik, 2011). This likely stems from the belief that teachers who are functioning well make better teachers. Research supports this belief—teacher well-being, measured through related constructs such as stress and burnout, has been linked with teaching effectiveness (e.g., Duckworth et al., 2009) and quality instructional practices (e.g., Retelsdorf et al., 2010). Despite knowing that teacher well-being is critical for teachers and students, there are still several gaps in the literature. To begin with, although we have global measures of wellbeing, there is a need for measures that are dedicated to assessing teachers' work-related well-being based upon their experiences at work. This is a necessary next step so as to gain a better understanding of what aspects of teaching work are aiding or

thwarting teacher wellbeing. Second, despite knowing that teacher well-being is significantly related to teacher job satisfaction and organisational commitment (i.e., commitment to their school of employment; e.g., Collie, Shapka, & Perry, 2012; Jackson, Rothmann, & van de Vijver, 2006; Klassen & Chiu, 2011), we do not know how these variables interact when considered simultaneously and we do not have explanatory frameworks for understanding their interrelationships. This type of examination is important given that teachers' experiences do not occur in isolation (Collie et al., 2012). For example, when teachers feel a sense of job satisfaction, it not only relates to their experiences of well-being (e.g., Klassen & Chiu, 2010), but also their experiences of organisational commitment.

### **Conclusion**

Teaching is emotionally demanding work, and levels of work-related stress, anxiety and depression are higher within education than within many other occupational groups. Resilience is not simply an individual trait, but a capacity that arises through interactions between people within organisational contexts. Teachers' resilience can therefore be nurtured at various career stages through initial training, continuing professional development and support networks. Most crucially, school leadership has much to contribute to the development of individual and collective resilience. The process of

teaching students is incredibly difficult. Oftentimes, the adversities of the profession sway highly effective teachers into social and emotional deficits, and eventually lead to burnout. In particular, the field of education often sways teachers into social and emotional deficits due to the adversities of increased workload and decreased resources and personal assets. This eventually leads to feelings of burnout and exodus from the profession. Research centered on teacher effort and reward ratios demonstrates that educators often believe the amount of effort they invest into teaching outweighs the rewards, suggesting the stress and adversity of the profession are overwhelming. Teachers must be taught to not only endure, but to prevail over challenges, in order to find meaning and satisfaction in their jobs.

### References

- Beltman, S. (2015). Teacher professional resilience: Thriving not just surviving. In N. Weatherby-Fell (Ed.), *Learning to teach in the secondary school* (pp. 20-38). Melbourne, Aust: Cambridge University Press.
- Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: a review of research on teacher resilience. *Educational Research Review*, 6, 185-207.
- Bobek, B. L. (2002). Teacher resiliency: A key to career longevity. *The Clearing House*, 75(4), 202-205. doi: 10.1080/00098650209604932
- Brasfield, M.W., & Lancaster, C. (2019). Wellness as a mitigating factor for teacher burnout. *Journal of Education*, 199 (3), 166-178.
- Brunetti, G. J. (2006). Resilience under fire: Perspectives on the work of experienced, inner city high school teachers in the United States. *Teaching and Teacher Education*, 22(7), 812-825. doi: 10.1016/j.tate.2006.04.027
- Bullough, R. V. (2014). Recalling 40 years of teacher education in the USA: A personal essay. *Journal of Education for Teaching*, 40(5), 474-491. doi: 10.1080/02607476.2014.956537
- Cameron, M., & Lovett, S. (2014). Sustaining the commitment and realising the potential of highly promising teachers. *Teachers and Teaching*, 21(2), 150-163. doi: 10.1080/13540602.2014.928132
- Castro, A. J., Kelly, J., & Shih, M. (2010). Resilience strategies for new teachers in highneeds areas. *Teaching and Teacher Education*, 26(3), 622-629. doi: 10.1016/j.tate.2009.09.010
- Chan, D. W. (2008). Emotional intelligence, self-efficacy, and coping among Chinese prospective and in-service teachers in



- Hong Kong. *Educational Psychology*, 28(4), 397-408.
- Corcoran, R. P., & Tormey, R. (2012). How emotionally intelligent are pre-service teachers? *Teaching and Teacher Education*, 28(5), 750-759. doi:10.1016/j.tate.2012.02.007
- Curry, J. R., & O'Brien, E. R. (2012). Shifting to a wellness paradigm in teacher education: A promising practice for fostering teacher stress reduction, burnout resilience, and promoting retention. *Ethical Human Psychology and Psychiatry*, 14(3), 178-191. doi:10.1891/1559-4343.14.3.178
- Day, C. (2008). Committed for life? Variations in teachers' work, lives and effectiveness. *Journal of Educational Change*, 9(3), 243-260. doi:10.1007/s10833-007-9054-6
- Day, C. (2014). Resilient principals in challenging schools: The courage and costs of conviction. *Teachers and Teaching*, 20(5), 638-654. doi:10.1080/13540602.2014.937959
- Demetriou, H., Wilson, E., & Winterbottom, M. (2009). The role of emotion in teaching: are there differences between male and female newly qualified teachers' approaches to teaching? *Educational Studies*, 35(4), 449-473. doi:10.1080/03055690902876552
- Dolati, S., Emamipour, S., & Kushki, S. (2014). The relationship between problem solving and resilience with job satisfaction in female teachers. *Applied Psychology*, 2(9), 36-46. <http://www.Jourpsyc.com>
- Doney, P. A. (2012). Fostering resilience: A necessary skill for teacher retention. *Journal of Science Teacher Education*, 24, 645-664.
- Fernet, C., Guay, F., Senécal, C., Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education*, 28, 514-525.
- Gu, Q., & Day, C. (2007). Teachers resilience: A necessary condition for effectiveness. *Teaching and Teacher Education*, 23, 1302-1316.
- Leroux, M., & Théorêt, M. (2014). Intriguing empirical relations between teachers' resilience and reflection on practice. *Reflective Practice*, 15 (3), 289-303.
- Seligman, M.E.P., Ernst, R.M., Gillham, J., Reivich, K., & Linkins, M. (2009) Positive Education: Positive Psychology and Classroom Interventions. *Oxford Review of Education*, 35, 293-311.

**DOES TEST ANXIETY AFFECT THE ACADEMIC PERFORMANCE OF IX  
STANDARD STUDENTS?**

**\*Emimah, S \*\* Vinothini Sylvia, A**

*Assistant Professors*

*Annammal College of Education for women, Thoothukudi, Tamil Nadu - 628 003.*

**ABSTRACT**

Academic examinations and tests are considered the most stressful events of adolescent life because the student's academic achievements and accomplishments are measured through tests and examinations. The purpose of the present study was to investigate the effects of test anxiety on the academic achievement of high school students. Using a stratified random sampling technique, 135 IX standard students were selected from various schools in the Thoothukudi district. Test-Anxiety-Scale developed by V.P.Sharma (1997) was used to measure the Test-Anxiety of the sample. The results revealed a significant difference in the academic performance of school students with respect to Gender, Medium of instruction, Nature of Management and nature of the school. A significant relationship exists between Test Anxiety and the Academic Performance of female Secondary School Students.

**Keywords:** test anxiety, academic performance

**Introduction**

In the present scenario, anxiety is a common phenomenon in everyday life. It plays a crucial role in a human's daily life because people are victims of anxiety in different ways (Goodstein & Lanyon 1975). Academic examinations and tests are considered the most stressful events of adolescent life because the students' academic achievements and accomplishments are measured through tests and examinations. Many students experience stress or anxiety before an exam. Feeling nervous about exams is a normal feeling among school students. A

little nervousness can help to perform the best. However, extreme feelings of anxiety and stress before and during an exam can have unhealthy results. Anxiety can be problematic when it interferes with performance on an exam and prevents the students from doing their best. Test anxiety is a combination of physical symptoms and emotional reactions that interfere with the ability to perform well on tests. Many students experience varying levels of test anxiety for several different reasons.

Test and examination anxiety prevent some students from reaching their academic potential. It has been found that students

consistently perceive examination as a source of increase in pressure and a situation engulfed with uncertainty/unfairness in letting them demonstrate their actual achievements (Zollar& Ben-chain, 1990; Spielberger, 1985). Such feelings among students limit their potential performance during the test, resulting in higher test anxiety (Hill & Wigfield, 1984), directly causing a drop in student achievement. In India, the situation is so bad that many students, overburdened by the syllabus and terrified of failure, end up taking their own lives each year. Unfortunately, India has one of the highest teenage suicide rates in the world, and the number of students attempting suicide because of exam fear and pressure is increasing. According to the National Crime Record Bureau, 2013, Tamil Nadu tops the list not only with the highest suicide rates but also with the number of suicides reported due to exam failure.

### **Significance of the Study**

Secondary education is a crucial stage of the entire educational system because it feeds higher education. It is a stage where a student enters adolescence. Periodic tests and examinations at all levels of education have become an integral part of evaluating students in our competitive education system. Students are subjected to various testing situations, such as school

examinations, scholastic-achievement tests, intelligence tests and entrance examinations. Although tests and quizzes are necessary, an educational system can only be complete with an investigation. At the same time, it is accepted that some students get scared of examinations. Some excitement for the test is usual and even beneficial. But some examination anxiety is probably the result of pressure to maintain or get good scores. According to the American Test anxieties association, “schoolwork” and “exams” are reported by students as the most stressful thing in their lives.

Research has shown a decline in the performance of students who experience high anxiety levels in tests and examinations. This anxiety acts as a hindrance to the learning and implementation of the students. High test anxiety has been closely associated with low self-esteem, inadequate studying and accomplishment, low scores, troublesome classroom activities and undesirable behaviour in school due to an intense fear of failure. Test anxiety may have broader consequences, negatively affecting a student’s social, emotional and behavioural development and their feelings about themselves and school. Much research has already been conducted on test anxiety among students. This area of research has a



significant concern in identifying the impact of test anxiety on the academic performance of secondary school students. The findings of this study may also provide valuable information to students, teachers, parents, counsellors and other stakeholders in the education sector about test anxiety. It may help teachers to guide and motivate students according to their requirements and the school authority to conduct need-based education programs.

**Objectives of the study**

The objectives of the study were as follows:

- To assess the test anxiety of secondary school students with respect to Gender, Medium of Instruction, Type of School, Nature of School, Locality of School
- To assess the relationship between test anxiety and academic performance of secondary school students.

**Sample**

By using stratified random sampling technique, a sample of 135 IX standard students were selected from various schools in Thoothukudi district.

**Tool used in the study**

The investigator has adopted Test-Anxiety-Scale developed by V.P.Sharma (1997) to measure the Test-Anxiety of the sample

**Analysis and Interpretation of the data**

**Table 1: Difference in the test anxiety of secondary school students with respect to background variables**

Variables	Categories	Count	Mean	S.D.	Calculated 't' Value	P value	Remarks at 5% level
Gender	Male	44	66.61	11.895	0.564	0.6	NS
	Female	91	67.88	11.915			
Medium of Instruction	English	37	70.65	8.810	1.932	0.056	NS
	Tamil	98	66.27	12.681			
Type of School	Govt.	75	68.67	12.357	1.316	0.190	NS
	Govt. Aided	60	65.97	11.175			
Nature of School	Single sex	62	67.37	11.526	0.086	0.932	NS
	Co education	73	67.55	12.250			
Locality of School	Rural	16	67.56	6.821	0.034	0.973	NS
	Urban	119	67.45	12.423			

**Table 2: Difference in the academic performance of secondary school students with respect to background variables**

Variables	Categories	Count	Mean	S.D.	Calculated 't' Value	p value	Remarks at 5% level
Gender	Male	44	45.33	14.552	4.146	0.0	S
	Female	91	56.66	15.046			
Medium of Instruction	English	37	58.07	13.868	2.350	0.020	S
	Tamil	98	51.04	16.067			
Type of School	Govt.	75	47.76	13.821	4.607	0.0	S
	Govt. Aided	60	59.48	15.717			
Nature of School	Single sex	62	59.32	13.873	4.630	0.0	S
	Co education	73	47.58	15.333			
Locality of School	Rural	16	49.31	10.728	0.988	0.325	NS
	Urban	119	53.46	16.292			

**Table 3: Relationship between test anxiety and academic performance of male secondary school students**

Variables	Calculated 'γ' value	p value	Remarks at 5% level
Test Anxiety	0.092	0.554	NS
Academic Performance			

**Table 4 : Relationship between test anxiety and academic performance of female secondary school students**

Variables	Calculated 'γ' value	p value	Remarks at 5% level
Test Anxiety	0.212	0.043	S
Academic Performance			

**Findings and discussion**

Test Anxiety of Secondary School Students

No significant difference exists in the Test Anxiety of Secondary School Students with Respect to Gender, Medium of Instruction, Type of school, Nature of School and Locality of school.

Subhashini Akurathi & MVR Raju (2018) found that no significant difference exists between boys and girls and private and government school secondary grade Students. The result of the present study is in agreement with the above studies. Indian education system is more inclined towards memorization and takes long systematic study hours thus leaving less time for recreational activities, and socialization which is an essential part of the development of a child. Pressure from school and parents, the lengthy format of central and state government board exams and heavy subject contents are some important factors that contribute to increased test anxiety among students. The above reasons may reflect in the Secondary School Students test anxiety irrespective of their Gender, Medium of Instruction, Type, Nature and Locality of school

**Academic Performance of Secondary School Students**

Female secondary school students have high academic performance than the male students.

Girls consistently do better than their male peers in academic performance. School success requires much more than intelligence. High academic performance requires study & hard work, and this is where girls may gain an advantage. Girls read more, are more attentive in class, take better notes, spend more time on homework, and show greater persistence on boring or frustrating academic tasks. Conversely Hartley and Sutton (2013) have recently reported that especially boys develop gender stereotypes according to which girls are perceived as academically superior with regard to motivation, ability, performance,

**Govt. aided school students have high academic performance than the govt. school students.**

Although technology and other facilities vary according to schools, government schools generally have fewer facilities than private schools. Private schools usually have better infrastructure facilities and up-to-date technology when compared with government schools. This will help the

government aided schools to achieve more than the government schools.

**Students who are studying in single sex schools have high academic performance than the coeducation school students.**

Research and reports from educators suggest that single-sex education can widened the educational prospects for both girls and boys. Co-ed schools may tend to reinforce gender stereotypes, while single-sex schools can break down gender stereotypes. Students of the opposite sex can be a distraction for the adolescents' which hinder the performance of either male or female students. Single-sex education also enhances student success when teachers use techniques geared toward the gender of their students. The above discussion may be the reason for the high academic performance of single sex school students.

**Relationship between test anxiety and academic performance of secondary school students**

Significant relationship between Test Anxiety and Academic Performance of female Secondary School Students. Generally girls tend to perceive exams as threatening and respond with intense emotional responses. In assessment situations also they evoke worry responses

that interfere with their ability to show their academic and cognitive capabilities.

**Recommendations of the study**

The following are recommendations to prevent or minimize test anxiety and improve academic performance.

- The students should be trained to study for the test by working on sections of the content daily until they feel comfortable with the material. Being prepared will boost the student's confidence, lessening test anxiety.
- The parents and teachers should motivate the students to push the anxious or defeated thoughts away and replace them with positive reviews. This will help them to manage their stress level when taking a test.
- The students are advised to have a good night's sleep as it will help them to improve their concentration and memory during the examination.
- Parents and teachers should not expect their students to be perfect; they should be trained to do their best and not be perfection seekers.
- The students should be trained to pay attention to their tests & pace and forget about the other students in the room.
- Training programs should be given for the teachers to understand students'



mindsets and enable them to ameliorate student anxiety.

### References

- Ada Anyamene, N. C. (2015). Effects of systematic desensitisation technique on test anxiety among secondary school students. *International Journal of Humanities Social Science and Education*, 2(2), 167–178.
- Chapell, M.S., Blanding, Z.B., Silverstein, M.E., Takahashi, M., Newman, B., Gubi, A., et al. (2005). Test Anxiety and Academic Performance in Undergraduate and Graduate Students. *Journal of Educational Psychology*, 97(2) 268-274.
- Daghighi, M. S., & Bahrami, N. (2011). On the relationship between test anxiety and academic performance. *Procedia - Social and Behavioral Sciences*, 15, 3774–3778.
- Donald, A.S. (2001). The prevalence and effects of test anxiety in school children. *Educational Psychology. An International Journal of Experimental Educational Psychology*, 21(1), 89-101.
- Ergene, T. (2003). Effective interventions on test anxiety reduction—a meta-analysis. *School Psychology International*, 24(3), 313–328.
- Onyeizugbo, E. U. (2010). Self-Efficacy and Test Anxiety as correlates of academic performance. *Journal of Educational Research*, 1 (10), 477-48.
- Rabia, S.A. (2004). Teachers' role, learners' gender differences, and FL anxiety among seventh-grade students studying English as a FL. *Educational Psychology*, 24(5), 711-721.
- Rizwan Akram Rana., & Nasir Mahmood. (2010). The relationship between test anxiety and academic achievement. *Bulletin of Education and Research*, 32(2), 63–74.
- Sarason, I. G. (1988). Anxiety: self-preoccupation and attention. *Anxiety Research*, 1, 3–7.
- Senthil, K. J., & Amreen, J. (2016). Emotional Intelligence, Test anxiety and academic stress of students. *Indian Journal of Psychological Science*, 6(2), 159-167.
- Sieber, J. E., O'Neil Jr., H. E., & Tobias, S. (1977). *Anxiety, learning and instruction*. Hillsdale, New Jersey: Erlbaum.
- Zarei, E., Fini, A. A. S., & Fini, H. K. (2010). A comparison of effect of group counselling methods, behavioural, cognitive and cognitive-behavioural to reduce students test anxiety in the University of Hormozgan. *Procedia - Social and Behavioral Sciences*, 5, 2256–226.

**A STUDY ON ATTITUDE OF COLLEGE STUDENTS TOWARDS  
COMPUTER COURSES IN TIRUNELVELI DISTRICT**

**\* Palavesakrishnan, S**

*\*Assistant Professor of Commerce*

*Manonmaniam Sundaranar University College, Puliyangudi*

**ABSTRACT**

The computer is a device that can be instructed to carry out an arbitrary set of arithmetic or logical operations automatically. Computers are considered the main technical support tool for effective learning and teaching process. Computer-based instruction and computer programs, and tools provide many facilities and support to students' educational agenda. Computer as productivity tool has a great role in education. Computers include hardware and software, word processing functions, graphics, programmed instruction for problem-solving, spreadsheets, databases, networking and telecommunications for today, high technology developments as a reflection of education.

**Keywords:** computer-based instruction, computer programs, programmed instruction

**Introduction**

Computer-based courses are designed to help students determine an appropriate computer field as a career. Computers have brought about a revolution across all industries. They have changed the face of society. They are no longer specialized tools to be used only by specially trained people. They are ubiquitous and used in almost every sphere of life. Computers are known as the best means for the storage and management of data; they can serve as huge knowledge bases and can be harnessed for all sorts of financial transactions owing to their processing power and storage

capacities. As computers are a daily utility, they have gained immense importance in day-to-day life. Their increasing utility has made computer education the need and order of the day. Students will also be allowed to visit area businesses, conduct an informational interview with a business professional, and participate in a job shadowing program.

**Statement of the problem**

With the rapid development of computer and information technologies, relevant computer courses have become the fundamental curriculum in educational

systems. The purpose of this study is to discuss college students' attitudes towards computer courses. Computer use by college students is getting more and more common every year. College students use computers for different tasks and reasons; computers are tools in today's academic environment. The computer is becoming more and more popular at colleges.

College students' opinions before and after joining computer courses were conducted to determine the impact of preference for computer courses on academic development, career development, co-curricular development, extra-curricular, and students' skills, boost general benefits of computer courses and opportunities available after the completion of the computer courses. Hence, the present research work is undertaken to analyse the attitude of college students towards computer courses in the Tirunelveli District.

### **Objectives of the study**

The study has the following objectives

- (i) To study the courses preferred among different socio-economic profiles of college students in Tirunelveli District.
- (ii) To know the attitude of the college students towards computer courses in Tirunelveli District.

- (iii) To identify the impact of preference for computer courses on college students' careers.

### **Methodology**

Primary data has been used in this study. Primary data is the data which is collected for the first time by the investigator. Primary data was collected by using a well-structured questionnaire. Primary data was collected by administering a detailed questionnaire and also by conducting in-depth personal interviews.

### **Sampling design**

Tirunelveli district comprises twenty-seven Arts and Science Colleges, Four Constituent Colleges and six University colleges. The minimum required sample size for this study is 100. Stratified Random Sampling Technique from the probability sampling method has been used.

### **Period of the study**

The study covered only the primary data from June 2022 to December 2022.

### **Review of literature**

The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem.

**Purushottam A. Petare and Mohite Pratapsinh** (2016) in their study entitled, "An Empirical Study on Measuring Attitude towards enjoyment, efficacy,



anxiety and usefulness of Internet among Management Students”, the primary objective of the research paper is to study the Attitude of Management students toward Internet with respect to a component like Internet enjoyment, efficacy, anxiety and usefulness. The data is collected from the 50 randomly internet usage and interaction with web content. We need more emotional clarity on what the Internet represents to us and how we feel about it.

**Nina B. Eduljee and Suchitra S. Kumar** (2017) in their study, “Exploring Attitudes towards the Internet: A Study of Indian College Students”, this empirical study was aimed at exploring attitudes towards the internet with 323 Indian College students (44.9% males, 53.9% females). Surveys aimed at assessing computer skills, computer confidence College students (44.9% males, 53.9% females). Surveys aimed at assessing computer skills, computer confidence selected MBA students at Sanjay Ghodawat Institute, Kolhapur. This survey offers a way to understand if persons agree or disagree with feelings brought about by , internet experience, and attitudes towards the internet (Internet Attitude Scale; Tsai, Lin, & Tsai, 2001) were administered to the participants. The results indicated that the most positive internet attitude was obtained for perceived usefulness, while the least

positive internet attitude was for perceived control. Students who rated their computer skills as the expert and had more than 4 years of internet experience had the highest perceived usefulness, perceived control, affection, and in general the most positive internet attitudes. Students who were very confident in their computer skills had the most positive attitudes toward perceived control and affection. Implications of the results are discussed.

**Queenie Roxas-Ridulme** (2017) made a study on, “Computer Self-Efficacy and Attitude Towards e-learning: A Study among Graduate Students in Nursing in an Open University in the Philippines”, this study investigated the computer self-efficacy and attitudes of Master of Arts in Nursing graduate students towards e-learning. Results showed that the students’ computer self-efficacy skills were high in their beginning skills and rated fairly in their advanced skills. The students were also very confident in using their computers and had a positive attitude towards their learning through the Internet. The findings also revealed that there was no significant relationship between the students’ computer self-efficacy skills and attitude towards e-learning with a p-value of 0.902. This means that the students’ positive attitude towards e-learning does not affect their computer self-efficacy skills. It was

concluded that even if the students have beginning skills in using their computers, they still feel positive about their studies.

**Table 1-Gender group-wise analysis of courses preferred**

Gender	Courses Preferred			Total
	Certificate Courses	PGDCA/Advanced Diploma Courses	Diploma Courses/ Accounting Computer Courses/ Exclusively offered for College Students	
Male	15	12	12	39
Female	21	18	22	61
Total	36	30	34	100

Table 1 makes it clear that there is a relationship between the variables such as gender group and courses preferred. Gender group-wise analysis of courses preferred reveals that 22 per cent of the respondents who are female preferred Diploma Courses/ Accounting Computer Courses/ exclusively offered for college students, 21 per cent of the respondents who are female preferred certificate courses, 18 per cent of the respondents who are female preferred PGDCA/ Advanced Diploma Courses and 15 per cent of the respondents who are male preferred certificate courses.

**Table 2-Attitude towards computer courses among the different age groups of college students – ANOVA**

Attitude towards Computer Courses	Age Group (Mean Score)				F Statistics
	18-20 Years	20-22 Years	22-24 years	Above 24 years	
Computer course is essential for commerce students	4.77	4.79	4.74	4.90	1.58
Computer course enhances job opportunities	4.65	4.63	4.67	4.500	1.69
Doing computer course is prestigious	4.48	4.36	4.51	4.00	3.81*
Computer course is interesting	4.60	4.63	4.55	4.75	1.67
Computer course will formulate my future very bright	4.47	4.56	4.38	4.50	1.56
Computer courses is an easy add on course	4.56	4.47	4.40	4.25	2.05
Computer courses can be pursued along with college studies	4.61	4.48	4.49	4.500	1.42

From the above-shown table, it is understood that computer course is essential for commerce students and computer course enhances job opportunities are the important attitude towards computer courses among college students who are in the age group of 18-20 years as their mean scores are 4.77 and 4.65 respectively.

It is further understood that computer course is essential for commerce students and computer course is interesting are the important attitude towards computer courses among college students who are in the age group between 20-22 years as their mean scores are 4.79 and 4.63 respectively. The table further shows that computer course is essential for commerce students and that computer course enhances job opportunities and the important attitude towards computer courses among college students who are in the age group between 22-24 years as their mean scores are 4.74 and 4.67 respectively. The table further reveals that computer course is essential for commerce students and computer course is interesting and are the important attitude towards computer courses among college students who are in the age group of above 24 years as their mean scores are 4.90 and 4.75 respectively. Regarding the attitude towards computer courses among the different age groups of college students,

doing computer courses is prestigious is statistically significant at 5 per cent level. It can be concluded from the above-seen table that among other things, considering computer courses as prestigious has a significant value. Students belonging a younger age consider doing computer courses prestigious but students who are above 24 years and above do not consider it as a prestigious act.

**Table 3-Impact of preference of computer courses on academic career development**

Particulars	Test	Mean	SD	t Value	p Value
To participate in the quiz competition	Before	2.17	1.82	14.34	0.00
	After	4.12	1.65		
To develop personality	Before	2.80	1.98	2.98	0.00
	After	3.28	1.99		
To enhance communication skill	Before	3.14	1.99	1.73	0.08
	After	3.40	1.95		
To learn spoken English	Before	3.00	2.00	1.62	0.53
	After	3.10	1.99		
To enhance the reference skill for assignment preparation	Before	2.68	1.97	4.24	0.00
	After	3.36	1.96		
To prepare for the examination	Before	2.67	1.95	4.61	0.00
	After	3.40	1.97		
To get the best grade in academic career	Before	2.71	1.98	7.85	0.00
	After	3.84	1.81		

The above table shows the results of paired t-tests for the impact of computer courses on the academic career development of college students before and after joining computer course scores. Since the respective ‘p-value of ‘To participate in the quiz competition’, ‘To develop personality’, ‘To enhance the reference skill for assignment preparation’, ‘To prepare for the examination’ and ‘To get the best grade in academic career’ are less than 0.05 the null hypothesis is rejected. Therefore it may be concluded that there is a significant difference in the impact of

computer courses .The table further shows that since the respective ‘p-value of ‘To enhance communication skill’ and ‘To learn spoken English’ are higher than 0.05 the null hypothesis is accepted. Therefore it may be concluded that there is no significant difference in the impact of computer courses on the academic career development of college students namely ‘To enhance communication skills’ and ‘To learn spoken English’.The above-paired t-test table concludes that there is a significant impact on the academic development of the students after they have done their computer courses. In particulars like participating in quiz competitions, development of personality, development of reference skills, preparation for the examination and getting high grades in examinations, there is a marked increase in the performance of the students after they have completed their computer course. Academic career development of college students namely ‘To participate in the quiz competition’, ‘To develop personality’, ‘To enhance the reference skill for assignment preparation’, ‘To prepare for the examination’ and ‘To get the best grade in academic career’.

**Limitations of the study**

1. The study did not cover the entire college students. It covers only students

with Commerce major from the Tirunelveli district.

2. Only Arts and Science college students have been included in the study.
3. Only the college students of the academic year 2022-2023 are included in the study.

### **Findings**

**Courses Preferred and Gender:** Gender group-wise analyses of courses preferred revealed that 22 per cent of the respondents who were female preferred exclusively offered for College Students.

**Attitude towards Computer Courses and Age:** It was understood that computer course was essential for commerce students and computer course enhanced job opportunities were the important attitude towards computer courses among the college students who were in the age group of 18-20 years as their mean scores were 4.77 and 4.65 respectively. Age-wise there was a significant difference in the attitude towards computer courses namely doing computer courses was prestigious.

- **Academic Career Development:** It was found that there was a significant impact on the academic development of the students after they had done their computer courses. In particulars like participating in quiz competitions,

development of personality, development of reference skills, preparation for the examination and getting high grades in examination, there was a marked increase in the performance of the students after they had completed their computer course.

### **Conclusion**

It was concluded that most college students were not giving importance to the use of computers, the Internet and mass media. College students also do not have the opportunity to undergo computer courses during their course. As they were from a poor economic background, they were unable to study separately also. Rural students were better than the urban student in their attitude towards computer courses. Because rural students were having more opportunities to gain computer knowledge in their schools and outside urban students were lagging because of fear to know and use the new technology. The government also provided computers to all the colleges to face the challenges of the knowledge explosion. By knowing the importance and use of Technology in Education, our State Government gives laptops to school and college students at free of cost. Computers and the Internet had undoubtedly become powerful tool that was breaking the methods of education. Computer and Internet Education based teaching-learning

**References**

- Albirini,A. (2006) “Teachers attitudes toward information and communication technologies: the case of Syrian EFL teachers.”: *Computers & Education*, 47,373–398.
- Durndella.A., & Haagb.Z.(2002) “Computer self-efficacy, computer anxiety, attitudes towards the Internet and reported experience with the Internet, by gender, in an East European sample”, *Computers in Human Behavior*, 18, 521–535.
- Acılar, A.(2010).“Demographic Factors Affecting Freshman Students' Attitudes towards Software Piracy: An Empirical Study”, *Issues in Informing Science and Information Technology*, 7,.321-328.
- Simsek,A.(2011). “The Relationship between Computer Anxiety and Computer Self-Efficacy”, *Contemporary Educational Technology*, 2(3), 177- 187.
- Allan H. K., Yuen & Will W. K., (1994) “Teachers' Computer Attitudes: Factors Influencing the Instructional Use of Computers” : *Journal of Instructional Technology*, Vol.12, p 66- 74
- Kumari,A. (2000). A study of the impact of Computer Education on the Scientific Attitude of Students, 56-98.
- Butt,A.(2010). “Software Piracy Determinants among University Students: An Empirical Analysis”, *IRMA International Conference*,474-478.
- Moskal, B., Deborah Lurie,D., & Cooper.S.(2004). “Evaluating the effectiveness of a new instructional approach”, Proceedings of the 35th SIGCSE technical symposium on *Computer science education*, 75-79.
- Blackwell, C.K., Lauricella, A.R. and Wartella, E.(2014). Factors influencing digital technology use in early childhood education. *Computers & Education*, 77, 82-90.



ATTITUDE TOWARDS LEARNING STYLE AND ACADEMIC ACHEIVEMENT  
AMONG HIGH SCHOOL STUDENTS

\*Gabirial Raj, S \*\* Deepa, C

*\*Assistant Professor in Pedagogy of Computer Science*

*St. Joseph College of Education, Kadamboduvalu.*

*\*\*Assistant Professor in Pedagogy of Physical Science*

*St. Ignatius College of Education(Autonomous), Palayamokkai*

ABSTRACT

This study was an attempt to find out the Learning style and Academic achievement of high school students of Tirunelveli District. Learning is defined as modification of behavior through experience. It is also defined the ability of learners to perceive and process information in learning situations. Learning is the modification and coordination of the response of the creature. One of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching. It tries to find out relation and effect of different learning styles and academic achievements. A sample of 300 students from IX standard was selected for the study. The results of the study showed that the relationship between the learning style and academic achievement of high school student is High and positively correlated.

**Keywords:** learning style, academic achievement, high school students.

Introduction

Learning is acquiring new knowledge of behavior skills, values or preferences. It may involve processing different types of information learning functions can be performed by different brain learning process, which depend on the mental capacities and learning subject. The type and knowledge which has to be acquired, as well as on socio- cognitive and environmental circumstances. Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped may result in a condition called learned helplessness. Learning situations are most natural and common in life and every one of us learn one thing or the other although we may not necessarily be aware of it. An individual starts learning right from his birth. While approaching a burning match stick,

the child gets burnand withdraws. When he faces a burning match stick once again, he takes no time to with draw himself away. He learns to avoid not only the burning match stick but also all burning things. When this happens, we say that the child has learned that if it touches a flame, it will get burnt. Thus the behavior of the child is changed through direct or indirect experiences. This change in behavior brings about by experience is called learning.

Learning makes us human beings different from animals who are trained and not taught. Parents enroll their children in school to learn. They want their child to have a good education. Sometimes words education and learning are used interchangeably. Learning develops the cognitive ability of the learner. With learning learner

becomes knowledgeable, develops skills, and also develops the attitude. Learning helps in all Round Development of personality. Learning affects all the aspects of behavior, which includes skills, knowledge, attitudes, personality, motivation, etc.

Learning styles are, in its simplest form, approaches or ways of learning. It involves learning methods that are presumed to allow that individual to learn best. It is commonly believed that most people favor some particular methods of interacting with, taking in, and processing stimuli or information. The idea of 'individualized learning styles' originated in the 1970s. It has been proposed that teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style.

Learning styles is an overarching term covering a spectrum of modalities, preferences and strategies by which individual absorb, process and respond to situations and input resulting in learning.

### **Academic Achievement**

Battle & Lewis, 2002 reported that "with a change in scenario and thrust on modern materialistic achievement, the education has undergone a drastic change. A person's education has become an indicator of his status in society. The scores in examination decide about the level of intelligence whereas the education is linked to the life chances,

income and wellbeing". In modern age of rivalry and flawlessness each person takes a stab at progress. For student, achievement infers academic achievement which ought to be very much coordinated with columns on which the future accomplishment of their lives stands.

### **Significance of the study**

Attitudes towards learning are important factors on the learners' levels of goal setting, problem solving abilities, their beliefs towards learning, their inner and external motivations in the process of learning and all the academic performances they perform.

Learning makes us human beings different from animals, who are trained and not taught. Parents enroll their children in school to learn. They want their child to have good education. Sometimes words education and learning are used interchangeably. Learning develops the cognitive ability of the learner. With learning learner becomes knowledgeable, develops skills, and also develops the attitude. Learning helps in all Round Development of personality. Learning affects all the aspects of behaviour, which includes skills, knowledge, attitudes, personality, motivation, etc. Academic achievement has been the criterion for judging the individual, right from the start of formal education. If the goal of education is enhancing the academic achievement of the individual, then researchers will have empirically to find answers to various questions related to achievement. Attitude is the belief that one has towards people and

surroundings. In case of education, students' positive attitude may influence their academic achievement.

### **Statement of the problem**

**“Attitude towards Learning Style and Academic Achievement among High School Students”.**

### **Operational Definitions**

#### **Attitude**

“An attitude is a predisposition to evaluate an object or a symbol of that object in certain way”.

#### **Learning Styles**

Learning styles reflect our preferred manner of acquiring, using and thinking about knowledge. It is our own way of inputting, processing, concentrating, remembering, understanding, and storing processing information. Here the investigator mentions VAK learning styles as learning styles.

**Visual** learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc.

**Auditory** learning style involves the transfer of information through listening: to the spoken word, of self or others, of sounds and noises.

**Kinesthetic** learning involves physical experience - touching, feeling, holding, doing, and practical hands on experiences.

#### **Academic Achievement**

Academic achievement refers to the marks scored in the Examination by the IX standard students.

### **High School Students**

Students who are studying IX Standard in the high school and higher secondary schools.

### **Objectives of the study**

1. To find out the significant difference between high school students with respect to attitude towards learning style
2. To find out the significant difference between high school students with respect to academic achievement
3. To find out the significant relationship between attitude towards learning style and academic achievement of high school students.

### **Hypothesis of the study**

- (i) There is no significant difference between high school students with respect to attitude towards learning style based on Gender, Locality of the School and Medium of Instruction
- (ii) There is no significant difference among high school students with respect to attitude towards learning style based on Type of School and Nature of School
- (iii) There is no significant difference between high school students with respect to academic achievement based on Gender, Locality of the School and Medium of Instruction
- (iv) There is no significant difference among high school students with respect to academic achievement based on Type of School and Nature of School

**Method of study**

The researcher analyzed the possibilities of various methods of research and selected the survey method.

**The population of the study**

For the present study the population consists of high school students studying in IX standard in Tirunelveli district.

**Sample**

The investigator has used simple random sampling technique for selecting the sample. The sample consists of 300 high school students from randomly selected schools in Tirunelveli district.

**Tools Used**

- Learning style scale constructed and developed by the investigator) was used to assess learning style of high school students.
- Academic achievement will be measured on the basis of the marks scored in the quarterly examination.

**Analysis and Interpretation of Data**

**Null Hypothesis - 1**

There is no significant difference between male and female high school students in their attitude towards learning style.

Dimensions	Sex	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Interest	Male	17.19	2.72	1.07	NS
	Female	17.53	2.91		
Future Career	Male	19.92	2.39	3.31	S
	Female	18.99	2.49		
Importance	Male	20.72	2.92	0.83	NS
	Female	20.41	3.48		
Teacher's Role	Male	20.45	4.74	3.06	S
	Female	21.89	3.29		
Difficulty	Male	29.03	3.68	3.65	S
	Female	30.45	3.02		
Total	Male	107.31	6.76	2.10	S
	Female	109.27	9.29		

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

It is inferred from the above table that there is no significant difference between male and female

students in their attitude towards learning of interest and importance, but there is significant difference between male and female students in their attitude towards learning style of future career, teacher's role, difficulty and in total. From this female student are better than male students. This is due to their responsibility and interest.

**Null Hypothesis – 2**

There is no significant difference between urban and rural high school students in their attitude towards learning style.

Dimensions	Locality of School	Mean	SD	Calculated 't' Value	Remarks at 5% level
Interest	Urban	17.60	2.77	4.68	S
	Rural	15.45	2.44		
Future Career	Urban	19.75	2.34	6.22	S
	Rural	17.06	2.34		
Importance	Urban	20.87	2.88	3.41	S
	Rural	18.12	4.51		
Teacher's Role	Urban	20.95	3.99	2.33	S
	Rural	23.00	4.86		
Difficulty	Urban	29.73	3.51	0.04	NS
	Rural	29.76	2.82		
Total	Urban	108.90	7.87	3.36	S
	Rural	103.39	9.00		

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

It is inferred from the above table that there is no significant difference between urban and rural school students in their attitude towards learning of difficulty, but there is significant difference between urban and rural school students in their attitude towards learning style of interest, future career, teacher's role, difficulty and in total. This may be due to the availability of better learning environment.

**Null Hypothesis – 3**

There is no significant difference between Tamil Medium and English Medium high school students in their attitude towards

learning style.

Dimensions	Medium of Instruction	Mean	SD	Calculated 't' Value	Remarks at 5% level
Interest	Tamil	16.68	2.52	2.58	S
	English	17.01	2.33		
Future Career	Tamil	15.52	2.18	4.56	S
	English	16.25	2.17		
Importance	Tamil	19.26	2.26	4.06	S
	English	17.12	3.56		
Teacher's Role	Tamil	19.25	3.48	3.17	S
	English	20.05	3.98		
Difficulty	Tamil	25.28	3.66	2.55	S
	English	28.29	3.18		
Total	Tamil	105.28	8.05	3.59	S
	English	107.33	8.99		

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

It is inferred from the above table that there is significant difference between Tamil Medium and English Medium students in their attitude towards learning style of interest, future career, importance, teacher's role, difficulty and in total.

**Null Hypothesis - 4**

There is no significant difference among government, aided and unaided high school students in their attitude towards learning style.

Dimensions	Type of School	Mean	SSb	SSw	Calculated 'F' Value	Remarks at 5% level
Interest	Government	17.23	88.01	2283.11	5.72	S
	Aided	16.93				
	Unaided	18.35				
Future Career	Government	18.90	71.45	1770.89	5.99	S
	Aided	20.01				
	Unaided	19.41				
Importance	Government	20.03	95.86	2987.80	4.76	S
	Aided	20.54				
	Unaided	21.55				
Teacher's Role	Government	20.88	33.99	5081.00	0.99	NS
	Aided	21.13				
	Unaided	21.77				
Difficulty	Government	30.87	761.30	2766.89	40.86	S
	Aided	27.78				
	Unaided	31.29				
Total	Government	107.92	1541.98	18413.79	12.44	S
	Aided	106.39				
	Unaided	112.36				

(At 5% level of significance for 2,297 df the table value of 'F' is 3.03)

In the above table that there is no significant

difference among government, aided and unaided school students in their attitude towards learning style of the dimension teacher's role. But there is significant difference among government, aided and unaided school students in their attitude towards learning style and its dimensions such as interest, future career, importance, difficulty and in total. This may be due to the availability of facilities in aided schools unaided schools are not disturbed by political and social programmes during the academic flow.

**Null Hypothesis - 5**

There is no significant difference among boys, girls and co-education high school students in their attitude towards learning style.

Dimensions	Nature of School	Mean	SSb	SSw	Calculated 'F' Value	Remark sat 5% level
Interest	Boys	17.88	539.84	1831.28	43.78	S
	Girls	18.68				
	Co-education	15.52				
Future Career	Boys	20.10	76.25	1766.10	6.41	S
	Girls	19.39				
	Co-education	18.87				
Importance	Boys	20.87	166.93	2916.74	8.50	S
	Girls	21.29				
	Co-education	19.54				
Teacher's Role	Boys	19.50	425.13	4689.86	13.46	S
	Girls	22.17				
	Co-education	21.85				
Difficulty	Boys	29.07	349.89	3178.31	16.35	S
	Girls	31.26				
	Co-education	28.88				
Total	Boys	107.42	3418.38	16537.39	30.70	S
	Girls	112.79				
	Co-education	104.66				

(At 5% level of significance for 2,297 df the table value of 'F' is 3.03)

In the above table that there is significant difference among boys, girls and co-education school students in their attitude towards learning style and its dimensions such as interest, future career,



importance, teachers' role, difficulty and in total. This may due to the disciplined nature of the girls. Girls are more hard working and obedient in nature.

**Null Hypothesis – 6**

There is no significant difference between male and female high school students in their academic achievement.

Gender	Mean	SD	Calculated 't' Value	Table Value	Remarks at 5% level
Male	17.84	2.77	2.49	1.96	S
Female	18.63	2.70			

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

It is inferred from the above table that there is significant difference between male and female high school students in their academic achievement. From the findings female students are better. This may be due to their interest and by hearing nature.

**Null Hypothesis – 7**

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

Locality of Residence	Mean	SD	Calculated 't' Value	Table Value	Remarks at 5% level
Urban	18.16	2.80	1.39	1.96	NS
Rural	18.79	2.38			

It is inferred from the above table that there is no significant difference between urban and rural high school students in their academic achievement.

**Null Hypothesis – 8**

There is no significant difference between Tamil Medium and English Medium high school students in their academic achievement.

Medium of Instruction	Mean	SD	Calculated 't' Value	Table Value	Remarks at 5% level
Tamil	17.99	2.76	1.24	1.96	NS
English	18.68	2.59			

It is inferred from the above table that there is no significant difference between Tamil Medium and English Medium high school students in their academic achievement.

**Null Hypothesis - 9**

There is no significant difference among government, aided and unaided high school students in their academic achievement.

Status of School	Mean	SSb	SSw	df	Calculated 'F' Value	Table Value	Remarks at 5% level
Government	18.68	295.89	1981.78	2, 297	22.17	3.03	S
Aided	17.08						
Unaided	19.55						

It is inferred from the above table that the calculated 'F' value is greater than the table value. Hence the null hypothesis is rejected. Thus there is a significant difference among government, aided and unaided high school students in their academic achievement. This may be due to the availability of funds and powerful management.

**Null Hypothesis - 10**

There is no significant difference among boys, girls

and co-education high school students in their academic achievement.

Nature of School	Mean	SSb	SSw	df	Calculated 'F' Value	Table Value	Remarks at 5% level
Boys	18.12	218.25	2059.42	2, 297	15.74	3.03	S
Girls	19.33						
Co-education	17.25						

It is inferred from the above table that the calculated 'F' value is greater than the table value. Hence the null hypothesis is rejected. Thus there is significant difference among boys, girls and co-education schools. From the findings girls schools are better. This is due to the disciplined nature of girls.

**Null Hypothesis – 11**

There is no significant relationship between attitude towards learning and academic achievement of high school students.

Dimensions	Calculated Value $\chi^2$	Table Value at 5% level	Remarks
Interest	0.115	0.114	S
Future Career	0.043		NS
Importance	0.073		NS
Teacher's role	0.133		S
Difficulty	0.166		S
<b>Total</b>	<b>0.135</b>		S

It is inferred from the above table that there is no significant relationship between attitude towards learning and its dimensions such as future career and importance of high school students and their academic achievement. But there is significant relationship between attitude towards learning and its dimensions such as interest, teacher's role, difficulty and in total of high school students and

their academic achievement. This may be due to the methodology of teaching subjects and easily learning methods.

**Conclusion**

The purpose of the present investigation is to study relationship between attitude towards learning style and academic achievement of high school students with reference to some selected background variables. Students may recognize their own learning styles. Teachers may know the different learning styles of their own students and manage the learning strategies according to learning styles of their students. Education, thus, includes all influences in life. This study may be found to be useful in the field of education. The findings of this study may be useful for further research. Therefore, this study stresses on the importance of implementing the findings, recommendations and suggestions in the classroom situations for effective teaching learning process.

**References**

Altun, F., & Yazic, H. (2010). Learning styles of the gifted students in Turkey. *Procedia-Social and Behavioral sciences*, 9, 198-202.

Battle., & Lewis .(2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of Poverty*, 6(2), 21- 35.

Cagiltay, N. (2008). Using learning style theory in engineering education. *European Journal of engineering Education*

- Geetha., & Pugalnath. (2018). Attitude and Achievement Motivation in Learning English among the Students of Class IX. *Indian Journal of Applied Research*, 8(11).
- Kothari, C. R. (2008). Research Methodology Methods and Techniques (second Revised Edition). *New Age International Publishers*.
- Krishna Swami, O. R., & Ranganatham, M. (2007). Methodology of Research in Social Sciences. *Himalaya publishing House*.
- Shah, B. M. (2017). Effectiveness of learning style on Educational Achievement of the Students of Standard-XI in Context to Gender. *The International Journal of Indian Psychology*, 4(2), 34-40.
- Vaishnav, R. S., & Chirayu, K. C. (2013). Learning Style and Academic Achievement of Secondary School Students. *Voice of Research*, 1(4).
- Zainol Abidin, M. (2011). Learning styles and overall academic achievement in a specific educational system. *International Journal of Humanities and Social Science*, 1(10).

## IMPACT OF TEACHER'S PERSONALITY ON QUALITY INSTRUCTION

\*Theresita Shanthi, N

*\*Assistant Professor of Physical Sciences*

*St. Ignatius College of Education, Palayamkottai – 627002.*

### ABSTRACT

Personality is generally defined as the deeply ingrained and relatively enduring patterns of thought, feeling and behavior. In fact, when one refers to personality, it generally implies to all what is unique about an individual, the characteristics that makes one stand out in a crowd. Personality is the sum total of individual's Psychological traits, characteristics, motives, habits, attitudes, beliefs and outlooks. Personality development plays an essential role not only in an individual's professional but also in personal lives. It makes an individual disciplined, punctual and an asset for his/her organization. Personality development teaches to respect not only the Boss and fellow workers but also family members, friends, neighbors, relatives and so on. This paper focuses on the qualities a teacher should develop to improve his/her personality for strengthening the human capital development, improving the quality of teaching and narrowing the education gap. The need for improving the quality of teaching profession as stated in the Education Development Blueprint shows that the teacher is the main person to play an important role in realizing the Education Development Blueprints. Therefore, this article deals with the teacher's personality which could be a good effort in identifying factors that influence their performance in supporting the achievement of any education goals. Personality also could be used as predictors in evaluating teaching effectiveness for quality instruction.

**Keywords:** personality development, extraversion, agreeableness, conscientiousness, neuroticism and openness.

### Introduction

Personality Development is the growth and development of the thinking, perception, attitude, nature, mood, behaviour and activities that differentiate among people. It is a tool to bring out one's abilities and powers for making himself aware of his inner self and become more confident to face the outside world. Personality means uniqueness,

individuality and appearance of a person and his/her reflection of thinking, emotions, behavior, communication skills and corporeal characteristics. Personality development also plays an essential role in improving one's communication skills. Teachers ought to master the art of expressing their thoughts and feelings in the most desired way. Personality development makes the teacher a confident

individual who is appreciated and respected wherever he/she goes. Most of the emphasis is on improving education system which focuses on the human capital development, improving qualities and facilities of educational institution, increasing students' performance and increasing the level of education. In the National Mission, the focus is on providing first class mentality. The teacher whose personality helps to creativity and maintain classroom as a learning environment in which students feel comfortable and in which they are motivated to learn is said to have a desirable teaching personality.

### **Role of teacher in personality development**

Personality is not inherited rather it is developed. The process starts right from the student's childhood. This personality is shaped afterwards on the basis of impact of various positive and negative factors in life. The importance of this understanding is that, one should always keep on improving his/her personality. In other words, it is felt that there are some features in personality that need to be worked upon, then it can be done. The main fields which are focused for the wholesome development of teacher's personality are Leadership, Interpersonal Relations, Communication in organizations, Stress Management, Group Dynamics and Team Building, Conflict Management, Performance Appraisal, Time Management, Motivation etc .The vital role of personality in teacher's success and growth can't be ignored. So complete focus should be given in the

development of a teacher personality in each phase of his/her academic life.

### **Positive teaching characteristics**

This quality is exhibited by teachers who:

- ❖ Is confident
- ❖ Has belief in herself, despite setbacks
- ❖ Has true compassion for students
- ❖ Is a true friend to the students.
- ❖ Has the ability to look at life in different way and explains a topic in a different way.
- ❖ Is dedicated to excellence
- ❖ Strives to develop the students into self learners.
- ❖ Is a life-long learner and committed to the profession.
- ❖ Is aware of what the students do and do not know.
- ❖ Is flexible.
- ❖ Has a great sense of humor.
- ❖ Is tactful and patient.
- ❖ Is willing to help students' achievement.
- ❖ Is honest.
- ❖ Is impartial and free of bias.
- ❖ Is a good team player.
- ❖ Has a passion for life.

### **Determinants of teacher's personality**

Key determinants of an individual's likelihood to teach are their family background, the factors they valued in a job and their perceptions of teaching. The main determinants include :

- A) Heredity- Genetic source
- B) Environment – surroundings, culture



- C) Situation – Day – to – Day events repeated
- D) Locus of control – the perception of the individual whether he feels in charge of a situation (Internal) or not (External)

### **The big five model**

According to Piedmont and Weinstein (1994), labeled neuroticism (the tendency to experience negative affect, such as anxiety, insecurity and psychological distress), extroversion (the quantity and intensity of interpersonal interaction and activity level), openness to experience (the proactive seeking and appreciation of new experiences), agreeableness (the quality of one's interpersonal interaction along a continuum from compassion to antagonism) and conscientiousness (the amount of persistence, organization and motivation in goal-directed behaviors). are the five factors that usually affects teacher's personality.

#### **Extroversion**

Bozionelos (2004) stated extroversion is characterized by sociability, assertiveness, social dominance, ambition, tendencies towards action, sensation-seeking and the experience of positive affect.

#### **Agreeableness**

Based on Bozionelos (2004), agreeableness is associated with altruism, friendliness and modesty, while low agreeableness includes antagonism, impression management and selfishness.

#### **Conscientiousness**

Judge et. al (2002) mentioned conscientiousness focus on how people approach their work. People in

high conscientiousness have sense of duty and obligation to their work and have high job performance, career success, motivation and job satisfaction.

#### **Neuroticism**

According to Bozionelos (2004), neuroticism encompasses characteristics that include excessive worry, pessimism, low confidence and tendencies to experience negative emotions.

#### **Openness**

Barrick and Mount (1991) stated that openness is characterized by imagination, culture, curiosity, broad-mindedness and creativity.

#### **Some traits for quality instruction**

The teacher can practice certain traits for effective teaching in the classroom

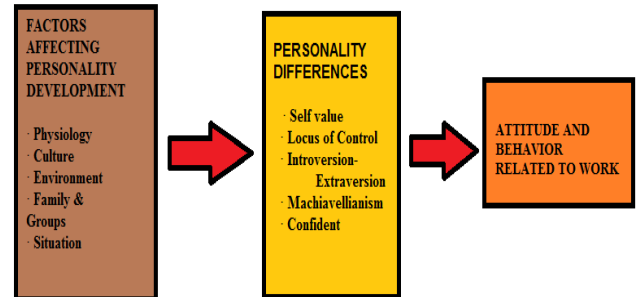
- Accept Responsibility and Show consideration
- Choose words carefully
- Never Criticize, Complain and Condemn
- Smile and Be Kind
- Put Positive interpretation on other people's behavior
- Be a Good Listener and Be Enthusiastic
- Give honest and Sincere Appreciation
- When you make a mistake, accept it and make it easy to amend
- Discuss but don't argue and Don't Gossip
- Turn your promises into commitment
- Be grateful but do not expect gratitude
- Be dependable and practice loyalty
- Avoid bearing grudges

- Practice honesty, Integrity, Humility and Sincerity
- Develop a sense of humor

**Relationship between personality and teaching effectiveness.**

. Muray et. al (1990), stated that there are numerous studies showing that personality is a significant predictor of effective teaching. Magno and Sembrano (2008), mentioned that personality plays a role in the way teachers are rated on their being effective in teaching. In terms of personality characteristics that influence the teaching effectiveness, Young and Shaw (1999) explained that the behavior attributed to good teaching coincides with certain personal characteristics such as being friendly, approachable, warm, kind, appreciative and inspiring. While Magno and Sembrano (2008) stated that the content of teacher effectiveness includes some aspects of teachers’ personality that are being tolerant, having a good sense of humor, being warm and friendly and being concerned about students. In a recent study by Yeh (2006), it was suggested that personality types such as intrapersonal intelligence, critical thinking dispositions and judicial thinking style results in a

more reliable outcome in reflective teaching and mastery performance. Based on the above there exist relationship between personality and teaching effectiveness.



**Benefits of personality development**

Personality development, transforms differences into discussions, quarrels into debates and fights into harmony. The below list will exhibit the benefits of personality development, on teaching profession at a glance, for simple and quick comprehension.

- Confidence and morale that automatically gets a boost and a push with good personality development.
- The opportunity to be able to form a healthy rapport with anybody of any age bracket.
- The ability to hold on, the ability to curb temperamentalism and to be an out-going and well-spoken or rather, well communicative teacher.
- Clarity in communication and more is achieved by regular personality development.

- The teacher gets a wonderful edge and a razor-sharp yet approachable as well as a warm outlook to life , people and students.

#### **Ways to develop teacher's personality**

- **Be a better listener.** Jacqueline Kennedy Onassis was considered one of the most charming women in the world because she cultivated the skill of being an exceptional listener. She was known for the way she would look a person in the eyes, hang on their every word, and make them feel important. There is nothing more appealing than having someone listen to . So listen to the student's ideas and doubts.
- **Be a good conversationalist.** This relates to how much the teacher should read and know. When there is much to contribute, learn how to talk about it with others and with your students.
- **Have an Opinion.** There is nothing more tiresome than trying to talk to someone who has no opinion on anything. A conversation has nowhere to go if the teacher has nothing to expand on. If, however, when the teacher comes out with an uncommon point of view or differing opinion, he/she becomes more interesting and stimulating teacher.
- **Meet New People.** Make the effort to meet new people especially from various society. It not only exposes oneself to different cultures but helps in alternative ways of doing things, and broadens the horizons.
- **Be yourself.** The next most tiresome thing after having no opinions is trying to be something he/she is not. Moulding oneself in order to fit in, or be accepted, usually backfires. Since each one is unique, expressing that uniqueness is what makes interesting. Attempting to be a carbon copy of someone else not only falls flat, but reveals a lack of authenticity.
- **Have a positive outlook and attitude.** Who wants to be around people who are negative, complain a lot, or have nothing good to say? Instead, be the kind of upbeat person who lights up a room with energy when he/she enters it. Do it by looking for the best in pupils and things. Smile warmly, spread good cheer, and enliven the class with expecting presence.
- **Be supportive of others.** Being supportive is probably the most enduring quality that can integrate into one's personality. The teacher should be the support for students when they need it. Students all love a cheer leader in their corner; someone who is encouraging, believes in pupils and helps pick them up when they are down.
- **Have Integrity and treat people with respect.** Being honest and true to the word will bring the admiration, respect and gratitude of others. Nothing improves a teacher's personality more than integrity and respect for others, as well as respect for oneself.

## Conclusion

As mentioned by Yin and Kwok (1996), through systematic professional development teachers can grow and develop to acquire new knowledge, skills and attitudes which in turn promote or improve their teaching performance at different stages of their careers. It means that teachers' personality will lead to the achievement of the education's goal. The study concludes that teachers of today are not only educators, but therapists, parent substitutes, mentors, advocates, and more. It is suggested that teacher training institutes should make efforts to develop all these personality traits in prospective teachers irrespective of their gender. In future such type of researches should be conducted to check the level of quality instruction.

## References

- Barr, A. S. (1952). The measurement of teacher characteristics and prediction of teaching efficiency. *Review of Educational Research*, 22(3), 169-174.
- Ekstrom, R.B. (1976). Teacher aptitudes, knowledge, attitudes, and cognitive styles as predictors of teaching behavior. *Journal of Teacher Education*, 27, 329-331.
- Fraser, H. Draper, J. and Taylor, W. (1998) The quality of teachers professional lives: teachers and job satisfaction. *Evaluation and Research in Education*, 12(2), 61-71
- Pajares, F.M. (1992). Teachers' beliefs and educational research: cleaning up a messy construct. *Review of Educational Research*, 62, 307-332.
- Raths, J. (2001). Teachers' beliefs and teaching beliefs. *Early Childhood Research and Practice*, 3, 1-10.
- Sehgal, M. (1993a). Teacher's Personality, Job-Satisfaction and Pupil-Achievement. Proceedings of the 30th Annual Conference of Indian Academy of Applied Psychology, November.



# INIGO EDU RESEARCH

**IMAGINATION** is the highest  
form of **RESEARCH.**

- ALBERT EINSTEIN

**St. Ignatius College of Education** (Autonomous)

Re-accredited with 'A' Grade by NAAC

Palayamkottai, Tirunelveli - 627 002, India.

Office : 0462 - 2560558, Cell : +91 94886 62905

[www.ignatiuscollegeofeducation.com](http://www.ignatiuscollegeofeducation.com)