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**INDIAN EDUCATIONAL
RESEARCHER**

Stella Matutina College of Education

Chennai- 600 083., India. www.smce-chennai.com

E-mail: smcedn@gmail.com

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EDITORIAL

Education is evidently aimed at both personal success and the mental elevation of an individual. In today's world, where knowledge is merely a click away, the role of educators must evolve. As Dr. A.P.J. Abdul Kalam wisely stated, "If my absence doesn't affect your life, then my presence has no meaning in it." Dr. Kalam is a distinguished intellectual, revered not just in India but across the globe. His extensive journeys—through pioneering space programs and deep self-reflection—underscore the importance of looking within, as illustrated in his influential works like *Ignited Minds* and *Guiding Souls*. This inward exploration is vital for individuals to understand themselves, evaluate their own success, and cultivate the resilience needed to weather life's most turbulent storms. It is clear that classroom teaching alone is insufficient. Effective education demands the insights and life experiences of the educator. Therefore, active engagement in doing research in the domain of education, is crucial for addressing various challenges in education and society.

Here we have **Saikumari. K. (2022)** studied on the Influence of Gender, Residence and Type of Family on the Gaming Addiction and Academic Achievement of the High School Students *and found that type of school management has significant influence on their gaming addiction.* **Sri Devi. T, and Sheeba. K. (2022)** in their study on the Impact of Cognitive Behavioural Techniques and Multidisciplinary Approaches on Academic Performance Among High School and highlights *the importance of theoretical and practical strategies that enhance students' cognitive and behavioural skills within the educational system.*

Rubina. J. (2022). in her study on Self-Regulated Learning and Socio Emotional Competence among IX Standard Students. *Emphasizes the importance of these skills for both personal and academic growth of adolescence.* **Paul Mary. (2022).** Studied Value Conflict in relation to Adjustment Behaviour among XI standard students. *The research results showed that unresolved conflicts are linked to issues like anxiety and withdrawal. The study highlights the need for support strategies to help students manage value conflicts and improve their adjustment in school.* **Nirmala Grace Rani. S. (2022) conducted a study on** Learning Style in relation to Test Anxiety among XI Standard Students. *The study revealed no significant difference in Learning style and Test Anxiety with respect Gender and Stream of Study.* **Dafini Pinky. F. (2022).** studied Attitude towards Career Choice among XI Standard School Students. Results show no significant difference in career attitudes based on gender and highlight the

need for education and career counselling to guide informed vocational decisions, supporting national development.

We express our sincere gratitude to contributors and we look forward to articles on philosophy of education, learning theory, technology and research on current issues. Quality articles based on reflections and reading will also be considered for publication. Abstracts of doctoral dissertation can be sent in for wider dissemination.

Editorial Board

Influence of Gender, Residence and Type of Family on the Gaming Addiction and Academic Achievement of the High School Students

K. Saikumari,

Associate Professor of Biological Science. Education, Institute of Advanced Study in Education. Saidapet, Chennai, India.

saikumari@gmail.com

Abstract

The research paper deals with the influence of the independent variable of gaming addiction upon the dependent variable academic achievement among the High school students the influence of the subgroup variables gender, locality of residence and type of family upon the gaming addiction, and academic achievement among the High school students were also investigated in this study. The samples included High school students from Government, Government aided and Corporation schools located in and around Chennai district. The standardised tool Game Addiction Scale of Jeroen's Lemmens, Patti M. Valkenburg and Jochen Peter (2009) was used to study the Gaming addiction existing among the High school students. The findings have revealed that their gender, locality of residence, type of family does not have significant influence on their gaming addiction, but their type of school management has significant influence on their gaming addiction.

Keywords: Gaming addiction, Attitude towards Physical Education, Academic achievement

Introduction

Game addiction is frequently found to be increasing at an alarming rate among the adolescents throughout the world. Game addiction is characterized by severely reduced control over gaming habits, resulting in negative impacts on daily functioning, including personal, social, educational and occupational responsibilities. The game addiction has influenced the participation of individuals in sports and outdoor games. They have fantasy towards virtual games and develop game addiction gradually which persists for a prolonged period of time. The school children slowly develop lack of interest in real time indoor and outdoor games.

They however enjoy the physical education that is being given to them at the school level which is noteworthy. Hence forth there is an urgent need felt by the investigator to assess the level of gaming addiction especially among the adolescents which might influence their academic achievement since they are in the transition period from child hood .The investigator felt that there is a urgent need to investigate the game addiction among the High schools students who are in the adolescent stage .They were selected as the sample as they are in an important period of facing stress and strain of adolescent transition period and they are going to enter the Higher secondary level which influences their Higher education related to their future career.

Review of the Related Literature

Game addiction is currently one of the most discussed psychosocial aspects associated with playing computer and videogames. Recently, the American Medical Association (2007) strongly encouraged the American Psychiatric Association (APA) to consider the inclusion of “Video Game Addiction” as a formal diagnostic disorder in the upcoming revision of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V, expected in 2012). Although the APA (2007) does not consider “Video Game Addiction” a mental disorder at this time, such a diagnosis could be confirmed by 2012, if research warrants it.

The main aim of the current study is to respond to the need for more research on this issue by developing a Game Addiction Scale for Adolescents based on criteria for pathological gambling found in the DSM (APA, 1980, 1994, 2000). We specifically focused on adolescents because (a) they generally play computer and videogames more frequently than adults (e.g., Griffiths, Davies, & Chappel, 2004) and (b) they are considered more vulnerable to game addiction than adults are (Griffiths & Wood, 2000). There is considerable disagreement among researchers about the concept of “game addiction.”

Although the term addiction is not used by clinical psychologists, game addiction is the most prevalent term among researchers to describe excessive, obsessive, compulsive, and generally problematic use of videogames (e.g., Charlton & Danforth, 2007; Chiu, Lee, & Huang, 2004; Chou & Ting, 2003; Fisher, 1994; Griffiths & Davies, 2005; Grüsser, Thalemann, & Griffiths, 2007; Hauge & Gent)

Statement of the Problem

The problem selected for the study is entitled as “**INFLUENCE OF GENDER, RESIDENCE AND TYPE OF FAMILY ON THE GAMING ADDICTION AND ACADEMIC ACHIEVEMENT OF THE HIGH SCHOOL STUDENTS**”. The present study has been specifically intended to find out the influence of the Gaming addiction on the academic achievement among the High School students.

Operational Definition

Gaming Addiction

Gaming addiction refers to the video gaming addiction existing among the individuals. It denotes their personal liking, mania and prolonged use of video gaming which regularly has become their leisure time activity.

Academic Achievement

Academic achievement refers to the academic performance exhibited by the students in their school subjects. This indicates their achievement test scores as obtained by the students which proves their academic attainment after studying the subjects.”

Objectives of the Study

The following were the objective of the study

1. To find out the level of gaming addition among the High school students
2. To find out the level of academic achievement among the High school students.
3. To find gaming addiction among the High school students with respect to them gender.
4. To find gaming addiction among the High school students with respect to the locality of residence.
5. To find gaming addiction among the High school students with respect to the type of family.
6. To find out if there is any significant relationship between gaming addiction and academic achievement among the High school students.

Need for the Study

Game addiction here refers to the video gaming addiction that is prevailing among the present younger generation especially among the school children. Pandemic period has

increased the frequent usage of mobile phones and electronic gadgets which lead to gaming addiction among the school children. After post pandemic period also, they are not able to overcome their gaming addiction. Positive Attitude towards physical education is the need of the hour which is considered to be healthy by the Educationists. Parents, teachers and the Educationists are concerned about the academic achievement of the students. They consider gaming addiction especially being virtual in nature is mesmerizing for the kids that happens to be a common threat that might affect the academic achievement of the students especially at the school level. The investigator henceforth decided to conduct a study to find out the influence of the independent variables of the game addiction on the dependent variable of academic achievement among the High school students.

The High school students were chosen to be the sample for the study as they are in the adolescent stage and in a crucial period of transition facing stress and strain. Hence forth the investigation was done to find the impact of subgroup variables of Gender, Locality of residence (Rural/Urban), Type of family (Nuclear/Joint), institutional variables like type of school management (Government/Government aided/Private school) upon the independent variables of game addiction and the dependent variables of the academic achievement. The investigator has felt that the difference in type of school management and might have influence on the gaming addiction, and academic achievement. In most of the schools, usage of electronic gadgets in the school are banned.

The locality of the residence of the school students being rural or urban influences their game addiction. The children who are living in urban areas have Wi-Fi facilities at home. They have browsing centres with internet facilities in the nearby areas. The type of the family also has indirect influence on making the children being game addicted. In the joint family, elderly people will take care of the children and they advise them not to use mobile phones or electronic gadgets unnecessarily. They will advise them not to play video games in mobile phones and restrict its usage. Whereas in most of the families which is nuclear in nature, there is no one to guide and educate the children regarding the ill effects of game addiction and the parents cannot monitor their children from being affected by game addiction.

Methodology

The investigator has used normative survey method for selecting the sample for the present study. About 248 students studying in Government, Government aided and Private

schools of Chennai city were chosen as the sample. About 144 boys and 104 girls from The High School comprised the sample. The independent variable is Gaming Addiction and the dependent variable is Academic Achievement. The subgroup variable chosen for the study are gender (Boys/girls), type of school management (Government/Government aided/Private) and locality of the residence (urban/rural), and their type of family (Nuclear and joint family).

Description of the Tool

Game Addiction Scale, the standardised tool of Jeroen.S Lemmens, Patti M. Valkenburg and Jochen Peter (2009) was used for investigating the Gaming addiction among the High school students. The tool was based on seven criteria of salience, tolerance, mood modification, withdrawal, relapse, conflict and problems. The tool had 5 dimensions of Time spent on games, loneliness, life satisfaction, social competence and aggression. It is a five-point scale. The scale had 21 statements. It had 14 positive and 7 negative statements. There are 5 responses given again each statement They Always, Agree, Never, Sometimes, mostly often. The maximum score is 105 and the minimum score is 1.

Table 1

Showing the scoring details of game addiction scale

Nature of the statement	Item number	Never	Rarely	Sometimes	Often	Very often
Positive Statement	1,2,4,7,8,9,10,12,13,15,17, 18,20	1	2	3	4	5
Negative Statement	3,5,6,11,14,16,19,21	5	4	3	2	1

Academic Achievement-

The Half Yearly Examination marks of the students were chosen as the academic achievement scores.

Pilot Study

Pilot study was conducted for 60 high school students from the Government High school of Chennai.

Reliability and Validity of Game Addiction Scale

The reliability of the tool has been found by Cronbach's Alpha method using a sample of 60 and the reliability coefficient obtained was 0.75. The square root of reliability coefficient can be considered so the validity (Garrett) and the validity coefficient obtained was 0.86.

Main Study

The investigator got permission from the Headmasters of the Government, Government, Government aided and Private schools in and around Chennai city for the collection of the data. The tools were personally administered to the sample which included 248 High School students.

The results obtained were subjected to suitable statistical analysis. Mean and standard deviation was done to find out the average and deviation among the various subgroups of the sample refined to the present study. "t"-test was done to find out the significance of mean difference between the subgroup variables chosen for the study. Analysis of variance was calculated for finding out the variance existing among the subgroups. Correlation was done to verify the existence of the significant relationship between the independent variable of the game addiction and the dependent variable of academic achievement among the High school students.

Table 2

Critical Ratio value for the gaming addiction of High school students with respect to their gender.

Sample Subgroup	Categories	N	Mean	S. D	't' value	Level of significance
Gender	Boys	160	58.00	5.70	1.747	N. S
	Girls	88	56.00	5.80		

Since, the obtained value is lesser than the table value. The null hypothesis is accepted and henceforth it is concluded that there is no significant difference in the game addiction among the High school students with respect to their gender. There is no significant difference in the Game addiction between boys and girls.

Table 3

Analysis of variance scores in gaming addiction among the High school students from Government, Aided and Private management

Sample Subgroup	Categories	N	Mean	S. D	'F' value	Level of significance
Type of school management	Government	99	58.35	5.70	0.600	0.962
	Aided	70	56.57	5.50		
	Private	79	57.30	5.60		

Since, the obtained value is greater than the table value at 0.962 the level of null hypothesis is rejected. There is significant difference in gaming addiction among the High school students with respect to their type of school management. The government school students (Mean score 58.35) have more game addiction when compared to the students from government aided (Mean score 56.57) and private schools (Mean score 57.3).

Table 4

Critical Ratio value for the gaming addiction of High school students with respect to their locality of residence

Sample Subgroup	Categories	N	Mean	S. D	't' value	Level of significance
Locality of residence	Rural	79	58.55	5.70	1.9566	N. S
	Urban	169	57.03	5.70		

Since, the obtained value is lesser than the table value. The null hypothesis is accepted and henceforth concluded that there is no significant difference in Game addiction among students with respect to locality of residence. The students coming from both rural and urban background as their locality of residence do not differ in their game addiction.

Table 5

Critical Ratio value for the gaming addiction of High school students with respect to their type of their family

Sample Subgroup	Categories	N	Mean	S. D	't' value	Level of significance
Type of Family	Joint family	63	57.15	5.70	0.5773	N. S
	Nuclear family	185	57.63	5.70		

Since, the obtained value is lesser than the table value. The null hypothesis is accepted and henceforth concluded that there is no significant difference in game addiction among the

High school students with respect to their type of family. The students coming from nuclear and joint family do not differ in their game addiction.

Table 6

Critical ratio value of the Gaming Addiction and Academic Achievement between High school students

Variables	Calculated 'r' value	Table of 'r' value	Level of Significance
Game Addiction and Academic Achievement	0.7652	0.05 0.113 → 0.01 0.148	0.01

It is inferred from the above table that the calculated 'r' value for the Game Addiction and Academic Achievement is (0.7652) among the high school students. This indicates the existence of the perfect positive correlation between Game Addiction and Academic Achievement. The game addiction has influenced the academic achievement of the High school students.

Results and Discussion of the Study

Game Addiction

There is no significant difference in game addiction High school students with respect to gender. The girls are playing online/video games equal to that of the boys. The game addiction was found to be common among them. Hence forth the boys and girls studying at the High school level do not differ in their game addiction. There is significant difference in gaming addiction among the High school students with respect to their type of school management. The government school students (Mean score 58.35) have more game addiction when compared to the students from government aided (Mean score 56.57) and private schools (Mean score 57.3). The Government school students are more addicted to game compared to Private and Aided School students. This might be due to their exposure to online games and video games and accessibility to mobile phone during and after pandemic period.

The students studying in different types of school management had to attend online classes during pandemic period using mobile phone and laptop during pandemic period. The

consequence of this had led them to game addiction after their online classes which is prevalent even now among the High school students. There is no significant difference in Game addiction among students with respect to locality of residence. This proves the locality of residence whether it is urban or rural in nature has not influenced the game addiction. The students ailing both from rural and urban areas have game addiction in common. There is no significant difference in game addiction among the High school students with respect to their type of family.

Nowadays most of the families have mobile phones and laptops. They have internet facilities at home. Both the family members and the school children use them regularly for educational, vocational and entertainment purpose. The school children have game addiction irrespective of the type of family to which they belong to because the family members are unaware of the fact about the children's purpose of using the laptop or mobile phones for. This is a matter of serious issue and the family members must have concern and take care of their children's physical and mental health by checking their usage of the tech facilities effectively. There is significant difference in usage of mobile phone for gaming among the High school students with respect to usage of mobile phone for gaming.

The Means scores of the students who use mobile phones for gaming are found to be more (Mean score 58.09) which proves that they have more game addiction than those who don't use mobile phones for gaming (Mean score 56.97). This indicates that the parents must restrict the usage of electronic gadgets by their children unless and until they need them in case of emergency or if they have to use it for educational purpose. They must have a check on them so that they will not be addicted towards gaming unnecessarily which might affect their academic achievement directly or indirectly. There is no significant difference in game addiction among students with respect to Usage of Internet for gaming. The internet accessibility is not available in all the areas.

Nowadays the school children have started playing downloaded games which does not need internet facility. This might be the reason for the result of the investigation which revealed the existence of no significant difference in game addiction among students with respect to Usage of Internet for gaming. There is no significant difference in game addiction among students with respect to Place used for playing game. They choose the place to play according to their convenience and preference.

There exists perfect positively correlation between Game Addiction and Academic Achievement. It is inferred from the above table that the calculated 'R' value for the Game Addiction and Academic Achievement is (0.7652) among the High school students. There will be significant relationship between gaming addiction and academic achievement. The investigator found out from the results that the game addiction might have positively influenced the student's academic achievement. The results reveal that though game addiction is not advisory by it might have helped them in reducing their academic stress and frustration indirectly. At the same time the findings cannot be generalized to the whole population of the High school students. Home related Factors such time management and parental control might also have controlled their game addiction at home to the optimum level so that it has not affected their academic achievement.

Educational Implications of the Present Study

The study has revealed an interesting fact that gaming addiction has influenced the academic achievement of the High school students. Game addiction to the extreme level is characterized by severely reduced control over gaming habits, resulting in negative impact on an individual's daily functioning, including personal, social, educational and occupational responsibilities. The teachers and parents have equal responsibility in promoting the students to play outdoor games rather than playing virtual games. Virtual games are usually played through offline or online mode. Virtual games if played at an extreme level for prolonged period might affect the physical, mental health of the school children. It in turn affects their academic achievement. Hence the Head of the Institution in the School and the teachers working in different types of management must promote participation of the students in sports.

The Physical Education period must not be misused by the teachers for completing their syllabus, revising the portion or giving test on any circumstance. Since Physical Education deserves equal importance as that of the academic achievement of the students as it promotes their physical, mental and emotional wellbeing. The gender bias must be removed by the teacher as both of them are interested in sports and attending to Physical Education Period.

Moreover, even though that the study has revealed the existence of positive correlation between the game addiction and the academic achievement among the High school students, it is not advisable for the younger generation to develop game addiction in the virtual sense even though it reduces their stress and frustration. Both home and school environment must be

healthy and learning promoting atmosphere for the school children as they are in the crucial stage of deciding their higher studies and career. They should not be misled by virtual game addiction.

Parental control, management, due care, concern, guidance and counseling, healthy food and life style, regular study habits, periodic rest, participation in outdoor games, practice of yoga and listening to music promotes healthy learning environment at home. Even if they have habit of playing video games, it should be under parental control that too for a particular time period and not more than that. Since prevention is better than cure, the parents must not encourage their children having mobile phone with them unless it is of emergency need. They must advise them about the consequences of game addiction.

The Central and the state government have to conduct awareness programs in the school and advertise about their consequences using mass media. The schools should frame rules and regulations emphasizing strict discipline by prohibiting the usage of electronic gadgets among the school children. In Parent Teacher Association, the parents must be given advice about the consequences of game addiction. They must cooperate with the teachers. They must not allow their children to play online games at home. They must not give their personal mobile to their children and allow them to play at home. If the children are using laptop or mobile phone it should be for educational or entertainment purpose rather than playing online games. The time factor is of due concern. The parents must monitor their children's time period of using electronic gadgets and what they are using it for. The parents must encourage their children to participate in outdoor and indoor games rather than restricting them from playing games.

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The Impact of Cognitive Behavioural Techniques and Multidisciplinary Approaches on Academic Performance among High School Students

T. Sri Devi¹ & DR. K. Sheeba²

¹Research Scholar¹, School of Education, Vels Institute of Science, Technology & Advanced Studies, Chennai, TN, India.

²Associate Professor in Physical Science, Stella Matutina College of Education, Chennai, TN, India.

ORCID: <https://orcid.org/0009-0004-6936-0079>

Abstract

The study views how cognitive behavioural techniques and multidisciplinary approaches impact the academic performance of high school students. Cognitive behavioural strategies play a significant role in altering negative thought patterns and behaviours among students, which can enhance their academic outcomes. This research integrates perspectives from various fields, including psychology, education, and social sciences, to explore how cognitive behavioural techniques and multidisciplinary approaches contribute to students' academic success. The paper reviews theoretical frameworks and models of cognitive behavioural techniques, highlighting their effects on improving student focus, motivation, and overall academic performance. The study underscores the importance of theoretical and practical strategies that enhance students' cognitive and behavioural skills within the educational system.

Keywords: Cognitive Behavioural Techniques; Multidisciplinary Approaches; Academic Performance; High School Students

Introduction

Academic performance is a pivotal determinant of a student's future opportunities, influencing their personal, professional, and social outcomes. In recent years, there has been growing recognition of the role that psychological and behavioural factors play in academic achievement. Among these, cognitive behavioural techniques (CBTs) have emerged as effective strategies to help students modify negative thought patterns and behaviours that hinder their learning process. These techniques, rooted in cognitive-behavioural theory, aim to

empower students by enhancing their self-awareness, emotional regulation, and problem-solving skills.

The integration of multidisciplinary approaches, combining insights from psychology, education, social sciences, and counselling, provides a comprehensive framework for addressing the diverse needs of students. Multidisciplinary interventions consider the complex interplay of cognitive, emotional, and social factors, offering a more comprehensive strategy to improve academic performance. Such approaches go beyond traditional educational methods by incorporating mental health and behavioural components that directly impact learning.

This paper aims to explore the theoretical justification of cognitive behavioural techniques and multidisciplinary approaches in the context of academic performance. By reviewing relevant literature and theoretical models, this study highlights the potential benefits of integrating these strategies within educational systems. The paper argues that a combined approach not only addresses academic challenges but also fosters a supportive learning environment that promotes students' overall well-being and development.

Cognitive Behavioural Techniques (CBT)

Cognitive Behavioural Techniques are practical methods derived from the broader Cognitive Behavioural Therapy (CBT) framework. These techniques focus on changing negative thought patterns and behaviours to improve emotional well-being and functional outcomes. CBT techniques are widely used to address various psychological challenges, including anxiety, depression, and stress. Adolescence is a developmental stage characterized by significant emotional, cognitive, and social changes. Implementing Cognitive Behavioural Techniques (CBT) with adolescent students involves tailoring these methods to address the unique challenges and developmental needs of this age group.

Definition of Cognitive Behaviour

Cognitive Behavioural Techniques refer to specific strategies used within the CBT framework to help individuals identify, challenge, and alter maladaptive thought patterns and behaviours. These techniques aim to modify cognitive distortions and promote healthier, more adaptive ways of thinking and behaving.

Aaron T. Beck (1979) - Aaron T. Beck's development of cognitive techniques, such as cognitive restructuring, is foundational. Beck introduced the concept of cognitive distortions and techniques to challenge and change these distorted thinking patterns. His seminal work, "Cognitive Therapy of Depression" (1979), outlines various techniques for cognitive restructuring.

Judith S. Beck (1995) - Judith S. Beck has expanded on her father Aaron Beck's work by developing and refining various CBT techniques. Her book, "Cognitive Therapy: A Guide for Professionals" (1995), provides detailed descriptions of techniques such as behavioural experiments and cognitive restructuring.

David M. Clark (1997) - David M. Clark's research has contributed to techniques specifically designed for anxiety disorders. His work includes the development of exposure techniques and cognitive restructuring methods tailored to anxiety.

Classification of Cognitive Behavioural

Category	Definition	Related Behaviours
Knowledge	Recalling or remembering Something without necessarily understanding, using, or changing it	define, describe, identify, label, list, match, memorise, point to, recall, select, state
Comprehension	Understanding something that has been communicated without necessarily relating it to anything else	alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate
Application	Using a general concept to solve problems in a particular situation; using learned material in new and concrete situations	apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use
Analysis	Breaking something down into its parts; may focus on the identification of parts analysis of relationships between parts, or recognition of organizational principles.	Analyse, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide

Synthesis	Reading something new by combining parts of different ideas to make a whole.	blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write.
Evaluation	Judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria.	Accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support.

Multidisciplinary Approach

A multidisciplinary approach in working with adolescent students involves integrating insights and methods from various fields to address the complex needs of this age group. This approach recognizes that adolescents face a range of challenges that require comprehensive solutions, drawing on different areas of expertise to support their development and well-being.

Integration of Expertise: Professionals from diverse fields—such as psychology, education, social work, counselling, and healthcare—collaborate to provide a holistic support system. Each discipline contributes unique perspectives and strategies to address the multifaceted needs of adolescents.

Holistic Support: Adolescents are navigating significant physical, emotional, and social changes. A multidisciplinary approach ensures that all aspects of their development are considered, from mental health and academic performance to social skills and physical health.

Individualized Interventions: By combining expertise from various disciplines, interventions can be tailored to meet the specific needs of each student. This personalized approach helps address issues such as learning disabilities, behavioural problems, and emotional difficulties in a more targeted manner.

Collaborative Problem-Solving: Multidisciplinary teams work together to develop and implement strategies that address the root causes of challenges faced by adolescents. This collaboration ensures that solutions are comprehensive and consider multiple factors affecting the student's life.

Enhanced Communication: Effective communication between professionals, students, and their families is crucial. A multidisciplinary approach promotes regular updates and discussions

among team members, ensuring that everyone involved is informed and aligned in their efforts to support the student.

Prevention and Early Intervention: By integrating various perspectives, a multidisciplinary approach can identify potential issues early and implement preventative measures. This proactive stance helps in mitigating problems before they escalate.

Multidisciplinary Collaboration:

School-Based Teams: In educational settings, teams consisting of teachers, school counsellors, psychologists, and special education experts collaborate to support students with diverse needs.

Mental Health Services: Coordination between mental health professionals, social workers, and medical practitioners helps in addressing both psychological and physical health concerns.

Family Involvement: Engaging families in the multidisciplinary team ensures that interventions are consistent and supported at home.

Integrating Cognitive and Multidisciplinary Approaches to Support Student Development: Integrating cognitive approaches with multidisciplinary strategies offers a powerful framework for supporting students, and comprehensively addressing their complex needs.

Enhanced Understanding of Student Needs:

Cognitive Approach: Focuses on understanding how students' thought patterns and cognitive processes impact their behaviour and learning. Techniques such as cognitive restructuring help address negative thought patterns that affect academic performance and emotional well-being.

Multidisciplinary Approach: Brings together insights from various fields to understand students' needs more holistically. For example, a team including psychologists, educators, and social workers can provide a more complete picture of the factors influencing a student's learning and behaviour.

Tailored Interventions:

Cognitive Approach: Offers specific techniques to change maladaptive thinking and behaviours. For instance, cognitive-behavioural techniques can be used to improve focus, manage stress, and enhance problem-solving skills.

Multidisciplinary Approach: Allows for the creation of individualized intervention plans that integrate cognitive techniques with other strategies. For example, an educational plan might combine cognitive behavioural strategies with academic support from teachers and emotional support from counsellors.

Comprehensive Support:

Cognitive Approach: Addresses cognitive and emotional challenges by focusing on thought patterns and behaviours. Techniques such as goal setting and cognitive restructuring are employed to manage specific issues.

Multidisciplinary Approach: Provides broader support by incorporating medical, psychological, and social perspectives. This might include combining cognitive techniques with medical evaluations, social skills training, and family involvement to address the full range of a student's needs.

Collaborative Problem-Solving:

Cognitive Approach: Engages students in identifying and addressing their cognitive distortions and behavioural issues. For example, cognitive-behavioural strategies might be used to help students overcome procrastination or anxiety.

Multidisciplinary Approach: Facilitates collaborative problem-solving by involving multiple professionals who can offer diverse solutions. A team might work together to implement cognitive strategies while also addressing environmental or contextual factors affecting the student.

Skill Development:

Cognitive Approach: Focuses on developing specific cognitive and behavioural skills, such as time management, self-regulation, and critical thinking.

Multidisciplinary Approach: Enhances skill development by providing a range of tools and resources. For example, a student might receive cognitive-behavioural training for managing stress, along with academic support and social skills training from different professionals.

Holistic Assessment and Monitoring:

Cognitive Approach: Assesses and monitors cognitive and behavioural changes through specific techniques and evaluations.

Multidisciplinary Approach: Offers comprehensive assessments that consider cognitive, emotional, social, and academic factors. Regular monitoring by a multidisciplinary team ensures that all aspects of a student's development are addressed.

A student struggling with academic performance and anxiety might benefit from cognitive-behavioural techniques to manage their stress and improve focus. Simultaneously, a multidisciplinary team—including a school counsellor, a special education teacher, and a medical professional—can provide additional support, such as academic accommodations, social skills training, and medical assessments, to address the student's overall needs.

By integrating cognitive approaches with multidisciplinary strategies, educators and professionals can provide more effective and holistic support for students, comprehensively addressing their diverse needs.

Conclusion

Integrating cognitive and multidisciplinary approaches offers a comprehensive framework for addressing the diverse and complex needs of students. Cognitive techniques focus on modifying negative thought patterns and behaviours to enhance emotional and academic outcomes. When combined with insights from various disciplines—such as psychology, education, and social work—this approach provides a holistic support system that addresses students' cognitive, emotional, and social needs. By leveraging the strengths of both cognitive strategies and multidisciplinary collaboration, educators and professionals can create more effective, individualized interventions that promote overall student well-being and success. This integration not only improves academic performance but also supports emotional resilience and personal development, ultimately fostering a more supportive and adaptive learning environment for students.

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Self-Regulated Learning and Socio Emotional Competence among IX Standard Students

J. Rubina,

Assistant Professor of Psychology, Stella Matutina College of Education, Chennai, TN, India.

ORCID: <https://orcid.org/0009-0000-6400-6602>

Abstract

With an emphasis on gender and school type, the current study examines the connection between socio-emotional competence and self-regulated learning (SRL) among IX standard students. Self-regulated learning is the capacity of students to organize, oversee, and evaluate their own learning experiences; on the other hand, socio-emotional competence includes abilities to control emotions, form wholesome relationships, and make moral decisions. This study emphasizes how important these skills are for both personal and academic growth during adolescence, a crucial time for development. With an emphasis on gender and school type, the current study examines the connection between socio-emotional competence and self-regulated learning (SRL) among IX standard students. The capacity of students to organize, oversee, and evaluate their own learning procedures is known as self-regulated learning, whereas socio-emotional competence

Keywords: Emotions, academic success, Competency, Adolescence

Introduction

Both socioemotional competence (SEC) and self-regulated learning (SRL) are essential to students' academic achievement and general well-being. In order to attain desired results, self-regulated learners take the initiative to set goals, track their progress, and modify their approach. Conversely, socio-emotional competence includes the capacity to identify, control, and cultivate positive interpersonal relationships. Due to the substantial cognitive, emotional, and social development that IX standard students experience during adolescence; these two factors are especially important.

Educational research has focused on how SRL and SEC are influenced by gender and the kind of school (private vs. public). Teachers and legislators can create focused interventions to improve learning opportunities and promote emotional health in a variety of educational settings by having a better understanding of how these variables impact student outcomes.

Self-Regulated Learning

Since motivation propels a learner's engagement and perseverance in the process, it is essential to self-regulated learning (SRL). Motivation affects students' goal-setting, decision-making, and ability to maintain effort over time in SRL. The following are the main components of SRL motivation:

- **Self-Efficacy:** This is the learner's confidence in their capacity to finish a task. Pupils who have high self-efficacy are more likely to take on challenging assignments, set ambitious goals, and persevere in the face of setbacks. They think they can affect results with their efforts.
- **Intrinsic motivation:** Learners who possess intrinsic motivation are driven by personal fulfilment, inquisitiveness, or passion. They are more inclined to actively seek out information and take charge of their education. Deeper engagement and longer-term memory retention are results of intrinsic motivation.
- **Goal Orientation:** Motivation is affected by two main kinds of goal orientations.
- **Mastery-oriented:** Students concentrate on gaining proficiency in a particular skill or comprehending the material in order to advance personally. Their propensity for self-regulated learning behaviors is higher.
- **Performance-oriented:** Students strive to outperform their peers or obtain outside validation in the form of grades or accolades. Because they place more emphasis on results than learning, they might not engage in SRL to the same extent as learners who are mastery-oriented.
- **Task Value:** This describes the extent to which students believe a task is significant, practical, or relevant. Students are more likely to put in effort and control their learning processes when they perceive a task as valuable, whether for reaching long-term objectives or for their own personal growth.

Socio -Emotional Competence

The term "socio-emotional competence" describes the capacity to recognize, control, and communicate feelings as well as to forge wholesome bonds and make moral choices. It is essential for both academic achievement and personal growth. The following are the main components of socio-emotional competence:

- **Self-awareness:** The capacity to identify and comprehend one's feelings, assets, weaknesses, and moral principles is known as self-awareness.
- **Self-Management:** The ability to control feelings and actions in various contexts.
- **Social Awareness:** The capacity to relate to people with different experiences and viewpoints.
- **Relationship Skills:** The capacity to build and preserve wholesome, encouraging bonds with other people.
- **Responsible decision-making** refers to the capacity to make deliberate, moral, and beneficial decisions regarding one's own and other people's conduct.
- **Emotional regulation:** The capacity to control one's emotions, particularly in trying circumstances, is known as emotional regulation.
- **Empathy:** Perceiving and experiencing the emotions of others.

Need and Significance of the Study

The study of socio-emotional competence (SEC) and self-regulated learning (SRL) has a big impact on schoolchildren's academic success. Nowadays mental health of the students is very much affected by various factors they face increasing stress, anxiety, and pressure; developing SEC helps manage emotions and build resilience. The Future Readiness is for 21st-century workforce demands self-directed learners, problem-solvers, and effective communicators. The Social Integration where SEC fosters positive relationships, empathy, and social skills. To prevent Dropout SRL strategies help students stay motivated and engaged.

Review of Literature

Sharma. (2017) conducted a study on “The Impact of Self-Regulated Learning on Academic Achievement in Secondary School Students” was applied to 200 students in grades IX and X. Academic achievement records and a self-regulated learning scale were employed. In order to investigate the connection between academic achievement and SRL, correlation analysis was

utilized. Academic achievement and SRL were found to be positively and significantly correlated by the study. Academic performance was higher for students with strong SRL skills, who also showed improved time management and goal-setting skills.

Raj, S. & Kumar, R. (2020) conducted a study on “Socio-Emotional Competence and Its Relationship with Learning Outcomes among Indian Adolescents”. Cross-sectional study; 150 students (aged 13-15); socio-emotional competence was measured using the Emotional Intelligence Scale. Regression analysis was conducted to predict learning outcomes based on socio-emotional competence. The findings suggested that higher socio-emotional competence predicted better academic and behavioural outcomes. Students with greater emotional regulation and interpersonal skills displayed higher classroom engagement and fewer behavioural issues.

Nair, M. (2019) conducted a study on Influence of Gender on Self-Regulated Learning and Emotional Intelligence Among Students in Secondary Schools in method of study Descriptive research were used 250 students (125 boys, 125 girls) from public and private schools in Kerala; administered SRL and Emotional Intelligence questionnaires. In Analysis t-tests and ANOVA were used to explore gender differences in SRL and emotional intelligence. The findings suggested that Female students were found to have higher levels of emotional intelligence and self-regulated learning compared to their male counterparts. No significant differences were found between students from public and private schools.

Zimmerman, B. J. (2002) conducted a study on Becoming a Self-Regulated Learner the method of study *was* Theoretical paper reviewing multiple empirical studies on self-regulation in different academic settings. Meta-analysis of studies from various countries on SRL among high school students, focusing on planning, self-monitoring and goal-setting. The results are Zimmerman presented a self-reflection, performance, and planning phases in his model of SRL emphasizing that pupil who effectively regulate their learning achieve higher academic outcomes and greater intrinsic motivation.

Cleary, T. J., & Zimmerman, B. J. (2010) conducted a study on Self-Regulation Empowerment Program: A School-Based Program to Enhance Self-Regulated Learning and Adaptive Skill Development. Experimental study with 9th-grade students; intervention program designed to improve self-regulated learning strategies. In Analysis Pre- and post-

intervention assessments with control and experimental groups were analysed using ANCOVA. Findings are students in the experimental group showed significant improvement in SRL strategies such as goal-setting, self-monitoring, and self-efficacy, resulting in better academic performance compared to the control group.

Durlak, J. A., et al. (2011) conducted a study on “The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions” *Method of study* were 213 studies, ranging in age from kindergarten to high school, from different countries were meta-analyzed. The study assessed how socio-emotional learning initiatives affected students' behavioral and academic results. Results found that the meta-analysis found that students who participated in socio-emotional learning programs showed an 11% increase in academic performance. These students also exhibited improved emotional regulation, better social behaviour, and reduced conduct problems.

Objectives

To determine the impact of socio-emotional competence and self-regulated learning on IX Standard students according to school type and gender.

Hypotheses

- There is a significant difference in the Self-regulated learning of IX Standard Students based on Gender.
- There is a significant difference in the Socio emotional competence of IX Standard Students based on Gender.
- There is a significant difference in the Self-regulated learning of IX Standard Students based on Type of Schools.
- There is a significant difference in the Socio emotional competence of IX Standard Students based on Type of Schools.

Tools Used for the Study

- Social Emotional Competence Questionnaire prepared by the Investigator
- Self-Regulated Learning (Motivated Strategies for Learning Questionnaire) - MSLQ (1991)–Developed and standardized by Paul Pintrich and team.
- Personal data sheet

Methodology

Descriptive method of study was thought to be appropriate to analyse the SRL and SEC drawn from different schools (Government, Government Aided and Private) a total of 550 students from IX standard students. The motivational section of the MSLQ encompasses 31 items, assessing students' Intrinsic Goal Orientation, Extrinsic Goal Orientation, and Task Value as components of their value-related motivation. Additionally, it includes Control Beliefs, Self-Efficacy for Learning and Performance as components within the Expectancy domain, and it considers Test Anxiety as an Affective Component. On the other hand, the learning strategies section consists of 50 items, including 8 negative items. These encompass Cognitive Strategies, which involve Metacognition and comprise Rehearsal, Elaboration, Organization, Critical Thinking, and Metacognitive Self-Regulation. Resource Management strategies encompass Time and Study Environment, Effort Regulation, Peer Learning, and Help Seeking.

The reliability of the scale is evident, with Cronbach's alphas ranging from .52 to .93 for all items, underscoring its effectiveness in assessing various aspects of student motivation and learning strategies.

Socio Competence scale consists of 58 items with dimensions consists of Self Awareness, Social Awareness, Emotional Management, Responsible Decision making. After the data was collected and classified, it was subjected to statistical test of significance using SPSS for testing the hypothesis is formulated by the investigator.

Analysis and Interpretation

Table: 1

Showing the difference in Self-Regulated Learning of IX standard students owing to Gender

Gender	N	Mean	Std. Deviation	t-value	df	Sig. level
Male	370	574.21	111.005	3.368	747	0.000
Female	379	604.78	135.827	3.376		

In the case of self-regulated learning, the null hypothesis is rejected at the 1% level since the P value is less than 0.01. As a result, there is a notable distinction between students who are male and female. In Self-Regulated Learning of IX Standard Students, female students outperform male students based on mean score.

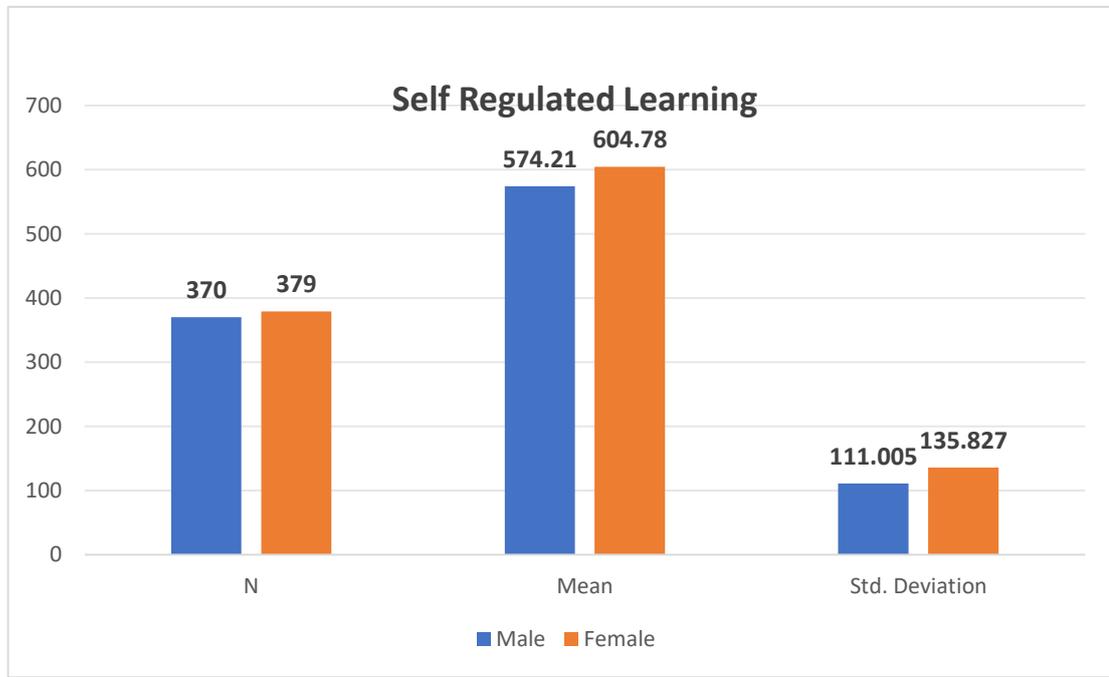


Table 2

Showing the difference in Socio-Emotional Competence of IX standard students owing to Gender

	N	Mean	Std. Deviation	t-value	df	Sig. level
Male	370	196.81	19.925	-3.114	748	0.002
Female	380	201.60	22.104	-3.118		

The null hypothesis is rejected at the 1% level since the P value is less than 0.01. As a result, there is a notable distinction between students who are male and female. In terms of Socio-

Emotional Competence of IX Standard Students, female students outperform male students based on the mean score.

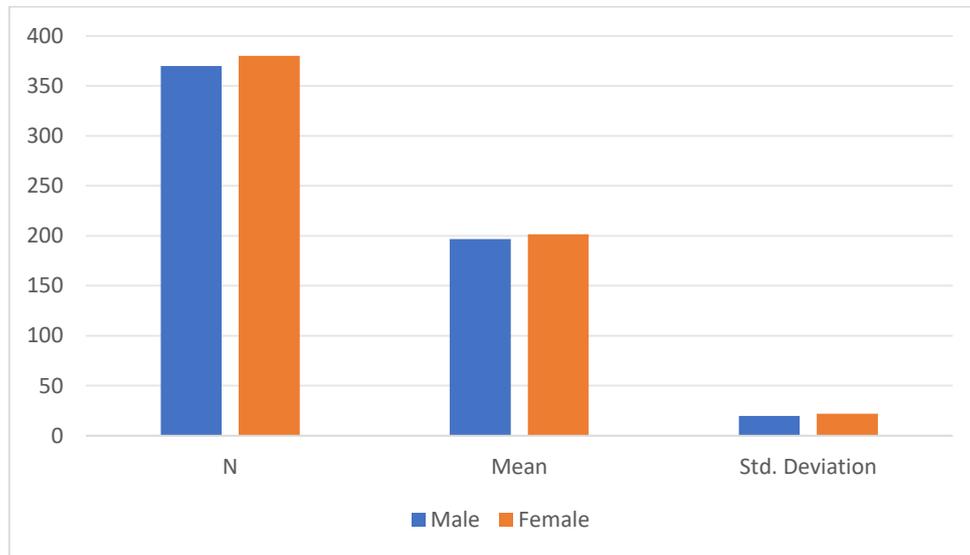


Table: 3

One-way ANOVA showing the difference in Self-regulated Learning owing to difference in Type of School

Variable	ANOVA	Sum of Square	df	Mean Square	F	Sig Level
Type of School	Between Groups	249835.071	2	124917.535	8.142	0.000
	Within Groups	11445669.666	746	15342.721		

In the case of self-regulated learning, the null hypothesis is rejected at the 5% level since the P value is less than 0.05. As a result, there are notable differences between government, private, and government-aided self-regulated learning programs for IX standard students.

Table: 3.1

One way ANOVA showing the difference in Socio-Emotional Competence owing to difference in Type of School

Variable	ANOVA	Sum of Square	df	Mean Square	F	Sig Level
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Type of School	Between Groups	5842.472	2	2921.236	6.610	0.001
	Within Groups	330135.282	747	441.948		

The null hypothesis is rejected at the 5% level since the P value is less than 0.05. For this reason, there are notable distinctions between government, private, and government-aided schools with regard to the socio-emotional competency of IX Standard students.

Major Findings:

- There is a significant difference in Self-Regulated Learning with respect Gender.
- There is a significant difference in Socio Emotional Competence with respect Gender.
- There is significant difference in Self-Regulated Learning with respect to Type of Schools.
- There is significant difference in Socio Emotional Competence with respect to Type of Schools.

Delimitations of the Study

- The sample is restricted to 550 students.
- The study is restricted only to IX Standard students.
- The study is restricted only to Chennai Schools.
- The study included only Government, Government Aided and Private schools.

Educational Implications

Promoting Autonomy in Learning and Enhancing Emotional Management to Foster Positive Classroom Environment Incorporating Reflective Practices Strengthening teacher-student Relationships and Teachers who emphasize SRL and socio-emotional skills can develop stronger, more supportive relationships with students. This connection helps in motivating students, guiding them in setting realistic goals, and providing emotional support, especially during critical developmental years. Integrating SRL and socio-emotional competence in the curriculum is essential for the holistic development of IX standard students, enabling them to become well-rounded, responsible, and emotionally intelligent individuals.

Conclusion

The interplay between self-regulated learning and socio-emotional competence suggests that both cognitive and emotional aspects are vital for holistic development. By fostering these skills, educators can help students not only improve academic performance but also develop resilience, empathy, and the ability to adapt to changing circumstances. Consequently, integrating strategies that promote both self-regulation and socio-emotional growth within the school curriculum is essential for preparing students to succeed in both their academic and personal lives. Focusing on these competencies during the formative years of IX standard can lay a strong foundation for lifelong learning and emotional well-being.

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Research Article

Value Conflict in relation to Adjustment Behaviour among XI standard students

Sr. Paul Mary

Assistant Professor, Stella Matutina College of Education, Chennai, TN, India.

ORCID: <https://orcid.org/0009-0000-4589-0201>

Abstract

This study examines the link between value conflict and adjustment behaviour among XI standard students. Adolescents often struggle to balance personal values with social and academic demands, leading to conflicts that affect their behaviour. These conflicts can impact school performance and relationships. Through questionnaires, the study identifies common value conflicts and how they influence students' adjustment. Results show that unresolved conflicts are linked to issues like anxiety and withdrawal. The study highlights the need for support strategies to help students manage value conflicts and improve their adjustment in school.

Keywords: value conflict, adjustment behaviour, adolescence, coping mechanisms, academic performance, social relationships, XI standard students, well-being

Introduction

Values are the guiding principles of life which give direction and firmness, bring joy, satisfaction and peace to life. Values are like rails that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality to life. Adjustment refers to the process by which a living thing learns a new behavior or modifies an existing conduct pattern. Every human being seeks adjustment to various situations. He constantly makes efforts to adjust himself to his surroundings because to wholesome life and gaining satisfaction. Education is an integrated growth, a balanced growth and development of body, mind and spirit. Education is life and life is a chain of continuous growth. This growth of education is the outcome of the interplay and connection of various forces. This research indicates the

relationship between the value conflict and adjustment behavior among XI TH standard students.

Review of Literature

Sridevi (2014) conducted a study on “Self-Discipline, Value Conflict and Personality Traits among Adolescent Students in Chennai. The sample for the study was selected randomly. The sample consisted of 500 students of IX Standard drawn from English and Tamil medium students from Government school, Government aided schools, private schools, CBSE schools and corporation schools. A total of 500 students, among which there were 250 males and 250 females. The following tools were used to collect the data.

Self-discipline Scale prepared by the investigator. Value Conflict scale standardized by R.L. Bharadwaj. Eysenck Personality inventory, standardized by E.P.Q.R. Personal data sheet prepared by the investigator. Findings reveal that there is a significant relation between self-discipline, personality traits and value conflict and there exists aware of this, then they can contribute significant development of self-discipline, value conflict and personality traits. Hence it is important to inculcate values among school students.

Kumar (2014) conducted a “A study on value conflict and mental health of B.Ed. student teachers in relation to their social maturity.” The tools were Value conflict, Mental Health and Social Maturity-Developed by the investigator. From the total population the investigator had randomly selected 1000 student-teachers and the sample for the study from different college of education situated in the district of Thanjavur in Tamil Nadu.

Joseph (2012) presented a paper entitled “A Study on Role of Conflict among the Secondary Teacher Trainees To study the level of conflict of the trainee teachers To find out the significant difference, if any in the level of conflict of trainee teachers with regard to (i) gender, (ii) locality and (iii) type of family. Hypotheses: 1. The level of conflict of the trainee teachers is not high. 2. There is no significance difference between male and female trainee teachers in their level of conflict. 3. There is no significant difference between rural and urban trainee teachers in their level of conflict. 4. There is no significant difference between the trainee teachers from joint and nuclear families I their level of conflict.

Ma Rajalakshmi (2014) conducted a study on “Adjustment Behavior in Relation to Self-Concept and Academic Achievement By using random sampling method a sample of 500

students were selected randomly in and around Chennai. There are both urban and rural schools in the sample. Region, kind of school, and adjustment varied greatly from one another. There is a significant difference between self-concept region, type of school and family. There is significant relationship between Adjustment behavior and self-concept.

Noorunissa (2014) conducted a study on “Adjustment and Aggression Among Adolescent Students”. The sample constitute of 300 adolescent students, where 150 boys and 150 girls drawn from ten different schools in Chennai. The investigator carried out the study through the standardized Adjustment inventory scale prepared by Dr. D.N. Srivastava and Dr. Govind Tiwari, and Aggression scale prepared by Dr. (Mrs.) G.P. Mathur and Dr. (Mrs.) Raj Kumari Bhatnagar were used to collect the data. The data was analyzed using t-test; one-way ANNOVA and correlation analysis were carried out. According to the study's findings, there is a noticeable difference between pupils' levels of aggression and adjustment depending on their financial situation. Boys and girls differ significantly in how aggressive they are, and there is a positive correlation between the two traits.

A study on the creation of an adolescent moral value questionnaire was carried out **by Gdalin, Sujaritha, and colleagues in 2002**. There were 100 boys and 100 girls in the sample, ages 14 to 26. Likert-type items spanning various conflicting scenarios in five inquiry areas—honesty, responsibility, moral bravery, friendliness, and kindness—were included in the tool that the investigations created. The computed internal consistency was determined to be considerable, according to the results.

Revathi (2014) conducted a study on “Adjustment Behavior and General Intelligence of XIth Standard Students”. The Researcher carried out the random sampling Method for sample 300 students from XIth standard, which consist of 150 boys and 150 girls respectively. The Standardized test adjustment behavior scale by Dr.D.N. Srivastava and Dr. Govind Tiwari. Statistical analysis like Critical Ratio, one-way ANNOVA and Correlation Analysis were carried out. The findings of the study show that “Relationship between Adjustment behavior and General Intelligence is positively correlated”. It indicates when adjustment behavior increases then the General Intelligence also get increases.

Chenna Reddy (2007) conducted a study on “Adjustment problems of class IX students in relation to their Academic Achievement”. The objective of the study was to study the adjustment problems with academic achievement of class IX students of Anantpur District

of Andhra Pradesh. Bell's Adjustment Scale developed by Jayamma. V (2001) was used as a tool for the study. The major findings of the study revealed that there is a significant difference between the urban and rural student of class IX in the area of hostility adjustment.

Shalu and Audicha (2006) conducted a study on "school adjustment of rural adolescents. The study's goal was to assess how typical teenage boys and girls adjusted to school. The study's sample comprised 250 kids from various schools. The study employed the Adjustment Inventory for School Students, which was created by Sinha and Singh in 1984. The study's main conclusions showed that school adjustment for teenage boys and girls from rural areas was not statistically significant.

Need for the study

Adolescence is a crucial developmental stage marked by the formation of personal identity and values. During this period, students, especially in XI standard, often face conflicts between their personal beliefs and the expectations imposed by their schools, families, and society. These value conflicts can lead to significant challenges in adjustment, affecting their academic performance, social interactions, and emotional well-being. Understanding this relationship is essential to develop effective strategies for helping students manage conflicts, fostering better adjustment in school environments, and promoting holistic development. This study is necessary to fill this gap and provide insights into how value conflicts impact students' lives, allowing educators and counsellors to implement appropriate interventions for improved mental health, academic success, and social functioning.

Objective of the study

To investigate the distinction between value conflict and

- Gender
- Medium of Instruction
- Region

To study the difference between adjustment behaviour of

- Gender
- Medium of Instruction
- Region

To investigate the relation between value conflict and adjustment behaviour.

Hypotheses

1. Due to the variations in higher secondary school curriculum, there is no discernible difference in the value conflicts of those students in Gender, Medium of Instruction and Region
2. Students at higher secondary schools do not exhibit significantly different adjustment behaviours due to variations in Gender, Medium of Instruction and Region
3. There is no significant relationship between Value Conflict and Adjustment Behavior of Higher Secondary School Students.

Methodology

Sample

The sample constitutes 400 XI Standard Students drawn from 6 Higher Secondary Schools in Chennai District and surrounding rural regions. 200 boys and 200 girls

Tool used in the study:

For the study following tools were employed to collect the data:

- Value Conflict Inventory by R.L. Bharadwaj (1998)
- Adjustment Inventory by D.N. Srivastava & Govind Tiwari
- Personal Data Sheet. A personal data sheet was prepared by the investigator and was distributed among the students.

Reliability and Validity the reliability of this scale was determined by test and retest method with an interval of fifteen days on a sample of 100 elements. The obtained reliability coefficient for six value conflict areas may be given as under.

Co-Efficient of Reliability

Value Conflicts	A	B	C	D	E	F
Co-efficient of Reliability	0.67	0.72	0.76	0.70	0.69	0.65

The content validity of this value conflict scale is high as the areas and then the selection of items in the scale are based on research proven techniques. The validity of value conflict scale was also determined with the parallel form, which may be enumerated as under.

Co-efficient of validity

Value Conflicts	A	B	C	D	E	F
Co-efficient of Validity	0.62	0.53	0.59	0.68	0.79	0.61

Data Analysis

Table 1

Demonstrating how higher secondary school students' values conflict differently depending on their gender

Variable	Gender	N	Mean	SD	t Value	df	Significant level
Value Conflict	Boys	200	77.90	10.494	7.647	398	0.006
	Girls	200	85.43	9.154			

The above table indicates the mean scores of boys are 77.90 with standard deviation 10.494 while mean scores of girls are 85.43 with standard deviation 9.154. Since the P value is less than 0.05 95% of confidence level at 398 df the null hypothesis is not accepted. Hence conclude that there is significant difference between boys and girls with respect to Value Conflict of higher secondary school students owing to gender.

Table 2

Showing the difference in Value Conflict of Higher Secondary School students owing to Medium of instruction

Variable	Medium of instruction	N	Mean	SD	t Value	df	Significant level
Value Conflict	Tamil	172	81.85	11.783	0.293	397	0.000
	English	228	81.54	9.521			

Table 3

Showing the difference in Value Conflict of Higher Secondary School Students owing to region

Variable	Region	N	Mean	SD	t Value	df	Significant level
Value Conflict	Rural	200	77.68	10.839	8.178	398	0.000
	Urban	200	85.66	8.540			

Based on the table above, the average score for rural areas is 85.66 with a standard deviation of 8.540, whereas the average score for urban areas is 77.68 with a standard deviation of 10.839. It is not accepted to accept the null hypothesis because the P value is less than 0.05 at the 95% confidence level at 398 degrees. Conclusion: Due to geography, there are notable differences between urban and rural areas in terms of Value Conflict among upper secondary school students.

Table 4

Demonstrating how gender affects higher secondary school students' adjustment behaviours

Variable	Gender	N	Mean	SD	t Value	df	Significant level
Adjustment Behaviour	Boys	200	47.53	12.356	6.448	398	0.000
	Girls	200	54.55	9.202			

According to the above table, girls score 54.55 with a standard deviation of 9.202 and boys score 47.53 with a standard deviation of 12.356. The null hypothesis is rejected since the P value is less than 0.05 at the 95% confidence level at 398 df. Thus, it can be concluded that gender plays a major role in the differences in adjustment behavior between boys and girls in higher secondary school.

Table 5

Showing the difference in Adjustment Behaviour of Higher Secondary School Students owing to Medium of Instruction

According to the above table, the mean scores for English medium are 50.19 with a standard deviation of 10.860, while the mean scores for Tamil medium are 52.16 with a standard

Variable	Medium of Instruction	N	Mean	SD	t Value	df	Significant level
Adjustment Behaviour	Tamil	172	52.16	12.125	1.704	397	0.064
	English	228	50.19	10.860			

deviation of 12.125. Given that the P value exceeds 0.05 at the 95% confidence level at 397 degrees of freedom, the null hypothesis is accepted. Therefore, it can be concluded that students in higher secondary schools who attend Tamil or English medium schools do not significantly differ in their adjustment behaviours due to the language of instruction.

Table 6

Displaying how regional differences affect higher secondary school students' adjustment behaviours

Variable	Gender	N	Mean	SD	t Value	df	Significant level
Adjustment Behavior	Rural	200	47.35	11.901	6.816	398	0.000
	Urban	200	54.73	9.651			

According to the above table, rural areas have mean scores of 47.35 with standard deviation 11.901 while urban areas have mean scores of 54.73 with standard deviation 9.651. The null hypothesis is rejected since the P value is less than 0.05 at the 95% confidence level at 397 df. We can therefore draw the conclusion that, due to geography, there are notable differences between urban and rural areas in terms of higher secondary school students' adjustment behaviors.

Table 7

Showing the correlation between Value Conflict and Adjustment Behavior of Higher Secondary School Students

Variables	N	r	Significance level
Value Conflict and Adjustment Behaviour	400	0.503	0.000

The table above demonstrates that the significance threshold of 0.05 is not met by the table value of.000. We can deduce that if Value Conflict and Adjustment Behavior are both greater when 'r' equals.503. There exists a positive correlation between Value Conflict and Adjustment Behavior. Thus, we draw the conclusion that higher secondary school students' adjustment behavior and value conflict are significantly correlated.

Major findings of the study

- There is significant difference in Value Conflict of Higher Secondary School Students owing to the differences in Gender.
- Because of the variations in the medium of instruction, there is a notable disparity in the Value Conflict of Higher Secondary School Students.
- The variations in geography contribute to a notable disparity in the Value Conflict experienced by students pursuing higher secondary education.
- The gender inequalities among higher secondary school students result in notable variations in their adjustment behavior.
- Because of the variations in instruction medium, there is no discernible difference in the adjustment behavior of students in higher secondary schools.
- Because of regional variations, there are notable disparities in the adjustment behaviors of higher secondary school students.
- A noteworthy correlation exists between Higher Secondary School Students' Adjustment Behavior and Value Conflict.

Discussion of the results

- The study highlights several key findings regarding value conflict and adjustment behaviour among higher secondary students:

- Gender Differences: Significant differences exist in both value conflict and adjustment behaviour between male and female students, indicating the need for gender-specific interventions.
- Medium of Instruction: While value conflict differs based on the medium of instruction, adjustment behaviour shows no significant variation, suggesting language influences values but not adjustment capacity.
- Regional Differences: Both value conflict and adjustment behaviour vary significantly by region, emphasizing the impact of cultural and social contexts on students' experiences.
- Value Conflict and Adjustment: A strong relationship between value conflict and adjustment behaviour highlights that unresolved conflicts negatively impact students' ability to adjust, underlining the importance of addressing value conflicts to improve student well-being and performance.

Conclusion and suggestions

The purpose of the present investigation was to study the Value Conflict and Adjustment Behavior with reference to some selected variables. The study indicated significant difference among the variables. The study may be found to be useful in the field of education. The findings of this study may serve as a database for further research. Implement gender-specific support programs to address unique challenges. Develop regionally sensitive interventions to accommodate cultural differences. Introduce value-based education to help students manage conflicts. Provide counseling services to improve conflict resolution and emotional well-being.

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Learning Style in relation to Test Anxiety among XI Standard Students

Dr. Sr. S. Nirmala Grace Rani

Assistant Professor of Computer Science, Stella Matutina College of Education, Chennai, TN, India.

ORCID: <https://orcid.org/0009-0003-3473-0079>

Abstract

This study investigates the connection between XI Standard Students' learning styles and test anxiety. With a growing recognition of how individual differences impact educational outcomes, understanding this dynamic is crucial for educators and policymakers. The research employed a mixed-methods approach, utilizing surveys to assess students' preferred Learning Styles and standardized measures to evaluate Test Anxiety levels. The findings indicate significant correlations between certain Learning Styles specifically Visual and Kinesthetic learners and elevated levels of Test Anxiety. This paper discusses the implications for teaching strategies and the need for tailored interventions to support students in managing anxiety and optimizing their learning experiences. The sample for this study comprised 300 XI standard students. The study revealed no significant difference in learning style with respect Gender and Stream of Study. Similarly, there was no significant difference in Test Anxiety with respect to Gender and Stream of Study.

Keywords: Learning Styles, Test Anxiety, Student Performance, Academic Stress, Individual Differences, Anxiety Management

Introduction

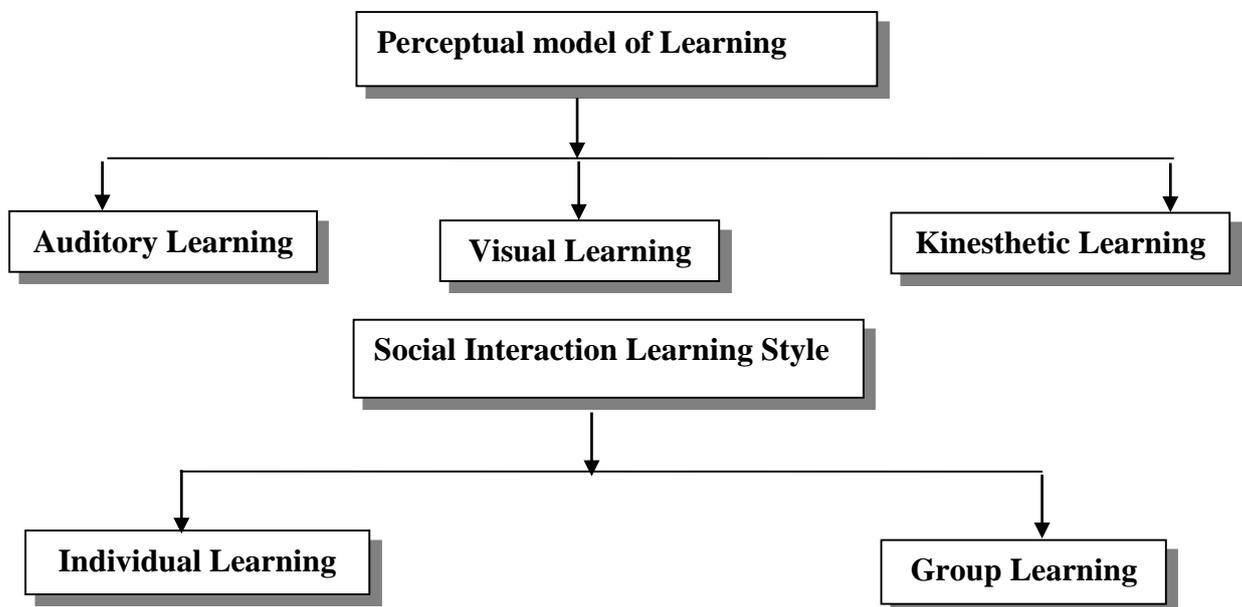
Test Anxiety is a prevalent issue among students, particularly during critical academic transitions such as the XI Standard Students. As learners prepare for higher-stakes examinations, the pressure can exacerbate anxiety, potentially hindering performance and overall well-being. Concurrently, students exhibit diverse learning styles - Auditory, Visual, and Kinesthetic shaping their academic engagement and coping mechanisms. The hypothesis of this study is that certain preferences may affect students' experiences of anxiety during assessments. The study intends to explore the relationship between these learning styles and test anxiety.

By identifying these relationships, the research seeks to inform educators on developing effective teaching strategies that cater to varying learning preferences, thereby fostering a more supportive learning environment.

Types of Learning Style

The two types of Learning Style are perceptual learning and social interaction learning. The perceptual learning style is inclusive of the Dimensions namely Auditory, Visual, Kinesthetic and the social interaction learning style is inclusive of Dimensions namely individual learning and Group learning.

Figure: 1



Importance of Learning Style

Learning styles are significant because they represent the distinctiveness of each person's personality and are an educationally relevant expression of that uniqueness, which should be valued. The method used to instruct students in developing specific thought patterns, can help the students to expand their styles of approaching problems. Learning Styles, sometimes called cognitive style is the actual way in which an individual accepts and processes information while learning, prior experience often helps to shape the learning style used by the learner.

Test Anxiety

Test anxiety is a psychological disorder that causes extreme distress and anxiety in exam situations. While mild anxiety can help improve focus and alertness, excessive anxiety can hinder concentration and memory, negatively affecting test performance. Many students experience test anxiety, which can become a persistent issue, impacting their academic performance and well-being. It often arises in challenging or unfamiliar situations, with a strong fear of failure being a key factor.

Test anxiety is characterized by reactions specific to testing environments, particularly when others are observing or evaluating. Symptoms include tension, self-deprecating thoughts, worry, dread, and physiological overarousal, making students feel stressed and uncomfortable before or during exams. Test anxiety is also known as situational, evaluation, or anticipatory anxiety.

While anxiety can be beneficial to maintain mental and physical alertness, excessive levels can have detrimental effects. The media has reported alarming cases of child suicides and attempted suicides, particularly among students aged 14 to 17, linked to exam anxiety or poor performance. This highlights the severe psychological impact test anxiety can have on young students, making it crucial for educators, parents, and institutions to address and manage this condition to prevent tragic outcomes.

Need and Significance of the Study

- **Learning styles** impact how students absorb, process, and retain information.
- **Tailored educational approaches** based on learning styles can make learning more effective and engaging.
- **Test anxiety** is a common issue affecting academic performance, mental health, and self-confidence.
- XI standard students face **increased academic pressures**, making them more vulnerable to test anxiety.
- Differentiated instruction can **reduce test anxiety** by catering to various learning styles.
- Understanding learning styles and managing anxiety helps students **succeed academically** and boosts confidence for future challenges.

Review of Related Literature

Learning Style - Sangeetha (2012)

Objective -To examine the relationship between learning styles and academic performance among XI standard students.

Tools -The primary tool used for data collection was the **Perceptual Learning Style Inventory** developed by J.M. Reid.

Sample Size-The study included a sample of **400 XI standard students** drawn from **9 different schools**, both government and private.

Methodology -A quantitative research methodology was employed. The sample consisted of students from various streams and types of schools. Data was collected using the learning style inventory, and statistical analysis was conducted to assess the relationship between learning styles and academic performance.

Findings- There was **no significant difference** in learning styles based on:

- ✓ **Gender**
- ✓ **Stream of study**
- ✓ **Type of school**

These findings suggest that learning styles among the XI standard students are consistent across different demographic categories.

Wong et. al., (2011)

Objective -To investigate the learning strategies and styles of successful versus unsuccessful language learners among undergraduate students in Hong Kong.

Tools - An **online survey** was utilized to gather data on:

- ✓ Preferred learning strategies
- ✓ Patterns of language use and practice
- ✓ Other related topics relevant to language learning

Sample Size- The study involved **110 Hong Kong undergraduate university students**.

Methodology -Participants were classified as "less effective" or "more effective" language learners based on their performance on a public English examination taken at the end of secondary school. The online survey was administered to collect quantitative data regarding their learning preferences and practices.

Findings - The study revealed significant differences between successful and unsuccessful language learners in terms of:

- **Language use patterns**
- **Learning styles**
- **Preferred learning strategies**

The findings suggest that effective language learners employ distinct strategies and styles that contribute to their success, highlighting important implications for language teaching and learning practices.

Test Anxiety- Kalaimani (2014)

Objective: To study the relationship between study habits and test anxiety among IX standard students and examine how factors like gender, type of school, and monthly income influence test anxiety.

Tools: Test anxiety scale: SLAC Counsellor and SLAC Lab were used to collect data on students' test anxiety.

Sample - Size: 300 students from various Government and Private schools in Villupuram District, Tamil Nadu, India.

Methodology:

- **Sample selection:** 300 IX standard students were selected from both government and private schools.
- **Data collection tools:** SLAC Counselor and SLAC Lab were used to measure the test anxiety levels among students.
- **Analysis:** Data was analyzed to determine whether there were any significant differences in test anxiety based on gender, type of school, and monthly income. Various statistical methods, like t-tests or ANOVA, were likely employed to test the significance of differences between groups.

Findings:

- There is a **significant difference in test anxiety** with respect to **gender**.

- There is a **significant difference in test anxiety** based on the **type of school** (Government vs. Private).
- There is **no significant difference in test anxiety** with respect to **monthly income**.

These findings suggest that while gender and school type are important factors affecting test anxiety, family income level does not play a significant role in this context.

Roy and Smritikana (2013)

Objective:

To examine the impact of exam anxiety on students' academic performance and investigate the relationship between test anxiety levels and academic achievement in Class XI students.

Tools:

- **Test Anxiety Measurement:** Sarason's Test Anxiety Scale for Children (TASC) was used to assess the students' level of test anxiety.
- **Academic Achievement:** Measured as the percentage of total marks that students received in their board exams.

Sample Size:

100 students (50 boys and 50 girls) enrolled in Class XI at various high schools in Ranchi town. The students were selected randomly.

Methodology:

- **Sample selection:** 100 students, evenly divided between boys and girls, were chosen randomly from high schools in Ranchi town.
- **Grouping:** Based on their scores on the Test Anxiety Scale (TASC), students were divided into three categories: high anxiety, moderate anxiety, and low anxiety.
- **Data Collection:**
 - ✓ **Test Anxiety:** Measured through TASC.
 - ✓ **Academic Achievement:** Calculated using students' performance in board exams, represented as a percentage of their total marks.
- **Statistical Analysis:** Comparisons were made between the academic performance of the three anxiety groups (high, moderate, low) to assess the impact of anxiety levels on academic achievement.

Findings:

- The **academic achievement** of students differed significantly across the high, moderate, and low-test anxiety groups.
- **Higher test anxiety** was associated with **lower academic performance**, while **low anxiety** was linked to **better performance**.
- A **higher percentage of male students** reported having **moderate levels of test anxiety** compared to females.

These findings indicate a clear relationship between test anxiety and academic performance, with moderate levels of anxiety being more prevalent among male students.

Objective of the Study

To examine the difference in the Learning Style and Test Anxiety of XI Standard Student owing to the difference in Gender and Stream of Study.

Hypotheses

- There is no significant difference in their Learning Style owing to the differences in Gender.
- There is no significant difference in their Learning Style owing to the differences in Stream of Study.
- There is no significant difference in their Test Anxiety owing to the differences in Gender.
- There is no significant difference in their Text Anxiety owing to the differences in Stream of Study.

Tools used for the study

The data for the current study was gathered using the following Inventory

- The Inventory of Perceptual Learning Styles by J.M. Reid.
- Test Anxiety scale collected from Student Learning Assistance Center (SLAC) counsellor and Student Learning Assistance Centre (SLAC) Lab.
- Personal data sheet prepared by the investigator.

Methodology

The current study is a descriptive study on “Learning Style in relation to Test Anxiety among XI Standard Students in Chennai” with the variable of Gender and Stream of Study in Chennai district.

The Learning style inventory consist of 30 statements top assert the differential preferences for the five modes of learning (5 statements each for auditory and visual modes, 7 statement each for kinaesthetic / tactile and individual Learning modes, 6 for group learning modes); the details of which are presented below showing the items under different perceptual modes of learning and social interaction learning styles.

Table: 1
Category of Learning and Item Numbers

Category of Learning Style	Item Numbers
Auditory	1,7,9,16,19
Visual	6,10,12,23,28
Kinesthetic / tactile	2,8,11,14,15,21,24
Individual learning	13,17,25,26,27,29,30
Group learning	3,4,5,18,20,22

Analysis and Interpretation of the Data

Hypothesis 1

There is no significant difference in their Learning Style owing to the differences in Gender.

Table: 2

Table showing the difference in Learning Style of XI Standard Students owing to Gender

Variable	Gender	N	Mean	Standard Deviation	Degrees of freedom	t	Significant level
Learning Style	Boys	150	121.49	14.423	298	.286	.775
	Girls	150	121.95	13.421			

From the above table the significant value 0.775 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence there is no significant difference in Learning style with respect Gender.

Hypothesis 2

There is no significant difference in their Learning Style owing to the differences in Stream of Study.

Table: 3

Table showing the difference in Learning Style of XI Standard Students owing to Stream of Study

Variable	Stream of Study	N	Mean	Standard Deviation	Degrees of freedom	t	Significant level
Learning style	Arts	150	120.30	15.822	298	1.770	.078
	Science	150	123.13	11.570			

From the above table the significant value 0.078 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence there is no significant difference in Learning style with respect to Stream of Study.

Hypothesis 3

There is no significant difference in their Test Anxiety owing to the differences in Gender.

Table: 4

Table showing the difference in Test Anxiety of XI Standard Students owing to Gender

Variable	Gender	N	Mean	Standard Deviation	Degrees of freedom	t	Significant level
Test Anxiety	Boys	150	127.71	30.226	298	0.723	0.470
	Girls	150	125.48	22.551			

From the above table the significant value 0.470 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence there is no significant difference in Test Anxiety with respect to Gender.

Hypothesis 4

There is no significant difference in Test Anxiety of XI Standard Students owing to the differences in Stream of Study.

Table: 5

Table showing the difference in Test Anxiety of XI Standard Students owing to Stream of Study

Variable	Stream of Study	N	Mean	Standard Deviation	Degrees of freedom	t	Significant level
Test Anxiety	Arts	150	126.28	27.864	298	.203	.839
	Science	150	126.91	25.457			

From the above table the significant value 0.839 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence there is no significant difference in Test Anxiety with respect to Stream of Study.

Major Finding of the Study

- There is no significant difference in learning style with respect Gender.
- There is no significant difference in learning style with respect to Stream of Study.
- There is no significant difference in Test Anxiety with respect to Gender.
- There is no significant difference in Test Anxiety with respect to Stream of Study.

Education Implications of Present Study

- It is the goal of a teacher to establish a rapport with their students so that they will feel at ease approaching them for assistance.
- It is important to encourage friendly relationships between teachers and students as well as between students.
- It is recommended that educational institutions and administrative bodies support students in utilising the available learning resources to enhance their learning preferences.
- Schools need to develop a profile of each students learning style.

Conclusion

The findings emphasize the strong link between learning styles and test anxiety in XI standard students, particularly among visual and kinesthetic learners. This suggests a misalignment between their learning preferences and conventional testing methods. To address this, educators should implement differentiated teaching strategies that cater to diverse learning styles. Such an approach can reduce anxiety and improve academic outcomes. Future research should explore targeted interventions, promoting an inclusive learning environment that helps students manage anxiety and reach their potential.

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Attitude towards Career Choice among XI Standard School Students

Dafini Pinky. F

Assistant Professor of Commerce, Stella Matutina College of Education, Chennai, TN, India.

ORCID: <https://orcid.org/0009-0001-8370-6046>

Abstract

This study examines the attitudes of XI standard students towards career choices, considering gender and school type. Results show no significant difference in career attitudes based on gender, but government school students display a higher career choice attitude compared to private and government-aided schools. The findings highlight the need for education and career counselling to guide informed vocational decisions, supporting national development by aligning human resources with suitable roles. Teachers play a crucial role in fostering positive attitudes towards career choices, making career counselling essential for students' long-term success in the workforce.

Keywords: Career Choice; Attitude; XI Standard Students; Adolescents; Vocational Preferences; Career Decision-Making; Educational Guidance; Student Aspirations

Introduction

Education serves as a process of human enlightenment, empowering individuals for a better quality of life and fostering social, economic, and cultural transformation. In Indian tradition, education leads people from ignorance to knowledge and darkness to light. While education creates individuals fit for employment, career-oriented education ensures they are job-ready or self-employed, instilling the dignity of labour. Attitudes, developed through life experiences, significantly influence career choices and job satisfaction. This study focuses on understanding the attitudes of IX standard students towards their career choices and examines how these attitudes impact their future career decisions, performance, and satisfaction.

Need and Significance of the Study

A human being is a precious national resource that needs nurturing and development. Education plays a vital role in shaping individuals, reflecting societal values, and contributing to national growth. In today's world, career education is gaining importance as the increasing

number of vocational options makes career choices more complex. Adolescence, especially during high school, is a pivotal time when students' vocational interests begin to emerge. The choice of subjects after the 10th grade—whether in arts, science, or commerce—has a significant impact on their future career paths. Thus, developing a positive attitude towards career choice is essential during this stage.

Objectives of the Study

- 1) To examine the difference in the Attitude towards Career Choice XI standard School Students owing to the difference in Gender
- 2) To examine the difference in the Attitude towards Career Choice XI standard School Students owing to the difference in Type of institution

Review of Related Literature

Thomas Buser, Muriel Niederl, and Hessel Oosterbee (2014) explore the impact of gender and competitiveness on career choices, particularly focusing on psychological attributes and how competitiveness influences decisions. The research involved an experimental study with Dutch secondary school students enrolled in a pre-university track. The findings indicated that, despite boys and girls having comparable academic abilities, boys were significantly more inclined to choose more prestigious academic profiles. The study further revealed that up to 23 percent of the gender difference in profile selection could be attributed to competitiveness. These results emphasize the importance of competitiveness as a predictor in career decision-making, suggesting that gender-related disparities in career choices may, in part, be driven by differences in competitiveness.

Dr. Mohammad Iqbal Mattoo (2013), the career choices of secondary students were examined with a focus on the variables of gender, type of academic stream, and parental education. The study aimed to explore the career preferences of 200 randomly selected secondary school students from district Srinagar, all aged 16 and above. The sample included students from both arts and science streams, and Chatterji's Non-Language Preference Record was employed to gather data. In addition to the primary focus on career choices, the study also considered the educational background of the students' parents. The findings highlighted notable differences in career choices based on gender and parental education, suggesting that these factors significantly influence the students' career decision-making processes.

Ogowewo and Bridget Oghenekome (2010), the factors influencing career choice among secondary school students were explored through a survey of 100 students randomly selected from four secondary schools in region 4, Guyana. Data was collected using a questionnaire, and statistical analysis was conducted using percentages and means. The findings revealed that career choices were influenced by gender bias and several key factors such as interest, life ambition, the challenging nature of careers, prestige, intellectual ability, salary potential, and job opportunities. The study emphasized the need for qualified school counselors in Guyana's secondary schools to guide students in making informed career decisions.

Tools Used for the Study

For the study the following tools were employed to collect the data.

- Career Maturity Inventory (Attitude Scale & Competency test) originally developed by John O’Crites and Indian Adaptation by Dr.Mrs Nirmala Gupta. This tool consists of 50 items measuring an individual's feelings and attitudes toward career choice and work. Reliability ranged from .78 to .82, and the scale has high content and construct validity as confirmed by experts. Scoring is based on correct responses, with one mark per correct answer, while omitted or multiple-marked items score zero.
- Personal data sheet prepared by the researcher.

Selection of the Sample

The sample for the study was selected randomly. The sample consisted of 500 XI standard school students drawn from 8 schools from Chennai city and Gudiyatham (three Governments, two Government-aided and three private schools).

Hypotheses

H1 – There is no difference in Attitude towards Career Choice of XI standard School Students owing to the difference in Gender

H2– There is no difference in the Attitude towards Career Choice of XI standard School students owing to the difference in Type of school

Hypothesis 1

There is no difference in Attitude towards Career Choice of XI standard School Students owing to the difference in Gender.

Table 1

Showing the difference in Attitude towards Career Choice of XI standard School Students owing to the difference in Gender

Variable	Category	N	Mean Rank	Wilcoxon W	Mann-Whitney U	z' value	Sig. level
Gender	Male	250	243.24	60810.500	29435.500	1.141	0.254
	Female	250	257.76				

Interpretation:

Since the significant value 0.254 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Attitude towards Career Choice of XI standard School Students owing to the difference in Gender.

Hypothesis 2

There is no difference in Attitude towards Career Choice of XI standard School students owing to the difference in Type of School.

Table 2

Kruskal Wallis Test showing difference in Attitude towards Career Choice of XI standard School students owing to the difference in Type of School.

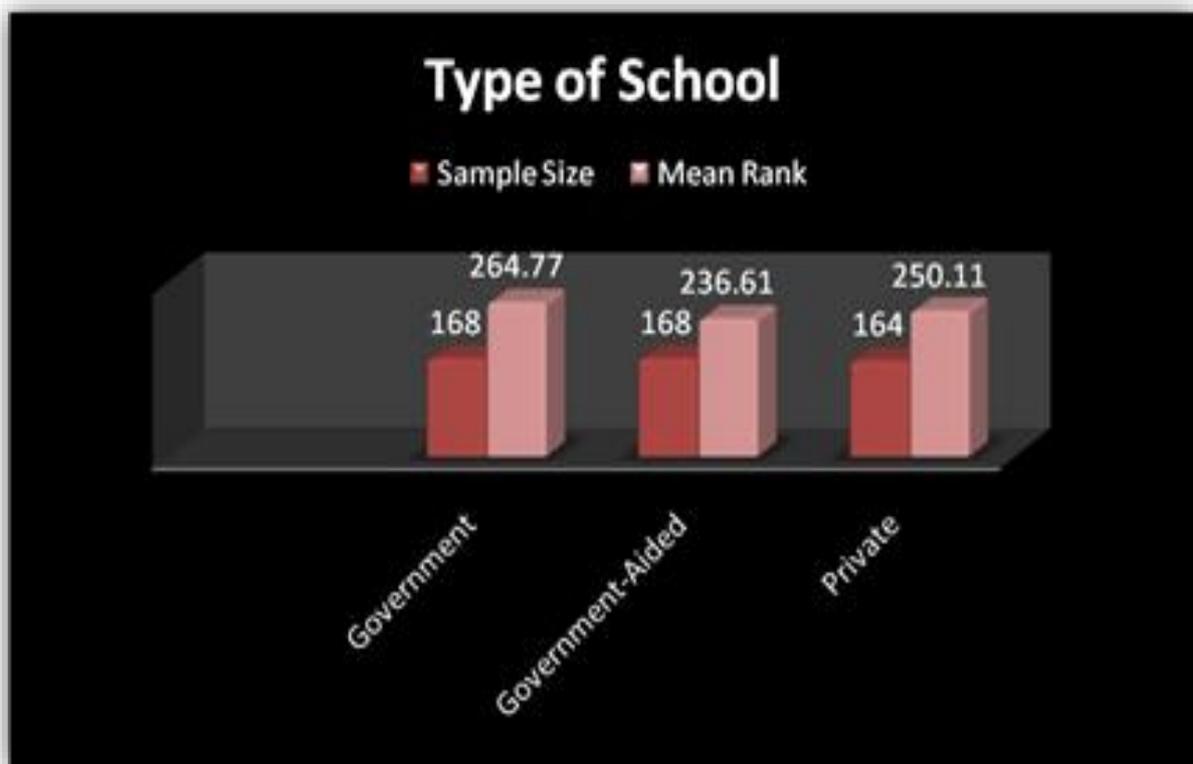
Variable	Categories	Sample Size	Mean Rank	Chi-Square	Degree of freedom	Sig. level
Type of School	Government	168	264.77	3.296	2	0.192
	Govt-Aided	168	236.61			
	Private	164	250.11			

Interpretation:

Since the significant value 0.192 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is significant difference in Attitude towards Career Choice of XI standard School students favouring Government schools.

Figure 1

Showing the difference in the Sample Size and Mean Rank of Attitude towards Career Choice of XI standard School Students owing to the difference in Type of School

**Findings of the Study**

1. There is no significant difference in the Attitude towards Career Choice of XI standard School Students owing to the difference in Gender.
2. There is significant difference in the Attitude towards Career Choice of XI standard School students owing the difference in Type of School.

Discussion of the Result

Attitude towards Career Choice

Gender

The computed Mann-Whitney ratio for Attitude towards Career choice led to the conclusion that there is no significant difference in the Attitude towards Career Choice of XI standard School Students owing to the difference in Gender.

Hence the result shows that Male and Female students do not vary in their Attitude towards Career choice.

This finding is in contradicting with the finding of Mohammed Iqbal Mattoo (2013) and Thomas Buser, Muriel Niederl and Hessel Oosterbee (2012) whose findings showed that there is some significant difference on the basis of gender in various career choice and they also found that boys are substantially, more likely than girls to choose more prestigious profile.

Type of Institution

The computed Kruskal-Wallis ratio for Attitude towards Career Choice led to the conclusion that that there is significant difference in the Attitude towards Career Choice of XI standard School students owing the difference in Type of School.

From the mean value it is evident that the government schools' students have higher Attitude towards Career Choice when compared to private and government-aided schools' students.

Hence the result shows that students studying in government, government-aided and private schools vary in their Attitude towards Career Choice.

Educational Implications of the Present Study

The economic growth and development of a nation hinge not only on the development of mass power resources but also on effectively placing human resources in suitable roles. In India, the role of education, particularly its vocationalization at the higher secondary stage, is crucial for national development.

Role of Teachers

Teachers serve as custodians of the nation's human capital and guardians of youth, playing a vital role in shaping the future of the nation. They must create an environment that fosters positive attitudes towards career choices among students.

Importance of Career Counselling

The present study highlights the necessity of identifying adolescents' attitudes towards career choices as part of the career counselling process. Understanding their interests and career preferences can facilitate informed decision-making.

The path of career success is now more apparent that Educators, counselors, and parents can enhance students' awareness of the connection between academic achievement and career success by following these guidelines:

- **Encourage Skills Reflection:** Help students recognize the relationship between skills learned in school subjects and those required in various occupations.
- **Connect Academics to Careers:** Motivate students to see how their studies relate to the workforce and their interests.
- **Discuss Characteristics of Successful Students:** Share insights with high school students about the attributes of successful college students and how career goals influence academic preparation.
- **Expose Career Alternatives:** Provide students with exposure to a diverse range of career options to promote interest and informed choices.
- **Facilitate Success Experiences:** Create opportunities for students to gain career-related experiences that reinforce their interests.
- **Provide Mentorship:** Connect students with adult mentors who can help them develop realistic career and educational plans aligned with their interests and academic potential.

This contributes to the fact that students today are provided with career guidance & counseling programs which help them make more informed and better career choice. These programs offer information on course settings, career options, type of academic, occupational training needed

to succeed in the workplace and post-secondary opportunities that are associated with their field of interest.

Academic preparations and strong career preferences can better position individuals to make career choice that are suited to their skills and interest. Such preparation can strengthen the future workforce and ensure students long term success in the world of work.

The present study brought into light that there is no significant difference in the Attitude towards Career Choice of XI standard School Students owing to the difference in Gender and Type of School. In the Indian culture, there tends to be a sex difference in favor of boys. So, it is the duty of educational institution to uproot the sexual disparities through education. It has now been observed that the selection of proper vocation according to an individual's ability and interest is essential for the success of any man to be happy in Career life.

Conclusion

The study emphasizes that education not only prepares students for employment but also plays a key role in shaping their attitudes toward career choices. While no significant gender-based differences were observed, the type of institution notably impacted career attitudes, with government school students showing a more positive outlook. This underscores the need for targeted career counseling, particularly during high school, to help students navigate the increasingly complex vocational landscape. Effective guidance can ensure informed subject selection, foster a positive attitude toward future career decisions, and ultimately contribute to greater career satisfaction and national development.

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