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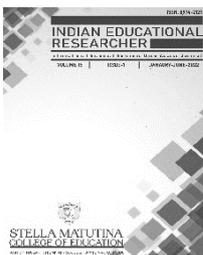
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Stella Matutina College of Education, Chennai-83.



EDITORIAL

Education today stands at the crossroads of rapid technological advancement, shifting learner needs, and the growing complexity of social and emotional challenges faced by students. While information is available at the click of a button, true education goes beyond acquiring facts—it nurtures clarity of thought, emotional maturity, and a meaningful purpose in life. As Rabindranath Tagore profoundly expressed, “The highest education is that which does not merely give us information but makes our life in harmony with all existence.” This harmony between mind, society, and self remains the guiding philosophy of the Indian Educational Researcher.

In this issue of the Indian Educational Researcher, the articles present insightful examinations of current educational concerns faced by students and teachers.

Anna Priya. J (2023), in her study *Coping with Adolescent Issues*, identifies the diverse psychological and social challenges encountered by higher secondary students. Her findings call for structured support systems and effective adolescent guidance within schools.

In *Academic Stress among High School Students*, M. Merlin Therasa (2023) highlights the growing impact of academic pressure on learners. Her research emphasizes the need for nurturing classroom environments, balanced academic expectations, and stress-management strategies to protect students’ emotional well-being.

Teacher-related behavioural issues are explored by G. Umamageswari (2023) in *An Analysis of Teacher Freezing among Government and Private Higher Secondary School Teachers*. The study reveals variations in teacher behaviour across institutions and stresses the need for continuous professional development and psychological preparedness among educators.

Digital influences on adolescents are the focus of C. Sasikala (2023) in *Digital Gaming Addiction of Higher Secondary Students*. The study highlights the escalating issue of gaming addiction and points to the importance of parental guidance, healthy routines, and digital discipline.

The article Social Media and Achievement Motivation of High School Students by Santhanalakshmi. K (2023) examines the complex association between social media usage and students' academic motivation. The findings remind us that social media can either positively stimulate or hinder motivation depending on usage patterns and supervision.

Environmental awareness and sustainability are brought to the forefront in the study by Selvi Anita Mary. G (2023), Sustainable Education: Integrating Environmental Awareness in School Curriculum. Her work underscores the importance of embedding environmental values into the curriculum to nurture responsible future citizens.

We extend our sincere appreciation to all contributors for enriching this issue of the Indian Educational Researcher. Their scholarly work adds valuable perspectives and strengthens ongoing dialogues in the field of education. We welcome articles on learning theories, educational psychology, and technology in education, curriculum innovations, and other emerging areas. Well-reflected academic writings and abstracts of doctoral dissertations are also invited for future volumes.

Editorial Board

Research Article

Coping with Adolescent Issues: An Investigation of Youth Problems among Higher Secondary Students

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Abstract

Adolescence is a pivotal developmental phase characterized by significant physical, emotional, and social transformations. This study explores the predominant challenges faced by higher secondary students; focusing on the coping strategies they utilize to manage these issues. Utilizing a survey method, the research examines key problem areas, including family, school, social, and personal difficulties, as well as heightened emotional sensitivity. The background variables analyzed are Gender, Region, Medium of Instruction, Stream of Study, Family Type, and Type of School. A random sampling technique was employed to select a sample of 300 higher secondary students from Chennai. Statistical techniques such as mean, standard deviation, t-test, chi-square analysis, and correlation analysis were applied for data interpretation. The findings underscore into the importance of support systems like family, teachers, and counsellors in assisting students with their coping mechanisms. The paper concludes by offering recommendations to create a supportive school environment and improve student resilience through targeted interventions and guidance programs.

Keywords: Adolescence, Youth Challenges, Coping Strategies, Emotional Sensitivity, Mental Health, Student Resilience, Guidance Programs

Introduction

Adolescence is a time of significant physical, emotional, and social changes, and higher secondary students, aged 15 to 18, face challenges in balancing academic pressures and social dynamics while transitioning into adulthood. Recent studies show that youth problems during adolescence can take many forms, such as academic stress, family conflicts, peer pressure, and mental health issues. This research seeks to investigate the prevalent challenges faced by higher

secondary students and the coping strategies they employ. By employing a survey methodology to collect data from a diverse cohort of students, the study aims to illuminate the specific issues they confront and the underlying factors that shape their coping mechanisms. It will also examine the role of support systems; including families, teachers, and counsellors, in helping students manage their adolescent struggles.

Review of Literature

The review of related literature is crucial in research, as it provides the researcher with up-to-date information on existing studies in their field. It ensures familiarity with previous work and helps the researcher understand what has been learned about similar problems. This review serves multiple purposes and is a foundational activity in any well-designed research project. Research on adolescence indicates it is a period of intense psychological and emotional changes. According to Erikson's theory of psychosocial development, adolescents experience identity versus role confusion, which shapes their self-concept and social roles.

Literature reveals that academic stress, mental health concerns, peer pressure, and familial expectations are the major problems faced by adolescents (Deb et al., 2015; Sreedevi et al., 2016). Other studies also highlight the impact of technology and social media on student behavior (Twenge, 2020). By synthesizing findings from these diverse studies, the researcher gains a comprehensive understanding of the multifaceted influences on the youth problem among higher secondary students. These insights inform the conceptual framework and methodology employed in the present study, facilitating a nuanced exploration of values among this demographic.

Need for the Study

Higher secondary students face increased academic pressure, emotional upheaval, peer influence, and societal expectations, all of which can significantly affect their mental health and academic performance. Recognizing and understanding these challenges is crucial for developing effective coping strategies that cater to their emotional, social, and psychological needs. This study aims to identify the common issues encountered by adolescents during this critical phase of development. By shedding light on these challenges, the research seeks to provide valuable insights for educators, parents, and policymakers, enabling them to create supportive environments that promote the well-being and personal growth of young people.

Such environments are essential for helping adolescents navigate their formative years and build resilience against the pressures they face.

Objectives of the Study

- To find out the difference in youth problem in higher secondary students owing to difference in gender, region, medium of instruction, stream of study and family type.

Hypothesis of the Study

- There is no significance difference in the youth problem in higher secondary students owing to difference in gender, region, medium of instruction, stream of study and family type.

Methodology

Research problems typically require diverse methodologies for thorough investigation. In this study, the chosen approach is the survey method, which facilitates the collection of quantitative data to gain insights into the specific issues at hand.

Sample

For the present study the investigators collected the samples from the students from various higher secondary schools in Chennai. The investigators collected a sample of 300 students.

Tools Used In For the Study:

The investigators used Dr. (Mrs.) M. Verma's (2004) Youth Problem Inventory to gather data. A 5-point rating scale was employed to assess the factors impacting youth problems. Participants indicated their most suitable option by placing a checkmark in the provided space.

Reliability and Validity

By obtaining opinions regarding the claims made in the tools from professionals in the field of education, the investigator employed content validity to guarantee the validity of the instrument. It was discovered that the tool's dependability was 0.937.

Data Analysis

1. There is no significant disparity in the youth problems experienced by higher secondary students attributed to gender.

Table - 1

**Table showing the critical ratio of difference in youth problem
of male and female students**

Categories	N	Mean	SD	t-test value	df	P value and significance level	Interpretation
Female	150	28.37	18.526	-2.716	298	0.593	Accepted
Male	150	34.21	18.717			P > 0.05	

Table 1 shows that the mean score for females is 28.37 (SD = 18.526), while males have a mean score of 34.21 (SD = 18.717). The significance value of 0.593 exceeds 0.05, indicating no significant difference at the 5% level. Consequently, the null hypothesis is accepted, suggesting that gender differences do not significantly affect value orientation among higher secondary students.

2. There is no significant difference in the youth problems faced by higher secondary students attributable to regional variations.

Table - 2

Table Showing the Critical Ratio of Difference in Youth Problem of Rural and Urban Students

Categories	N	Mean	SD	t-test value	df	P value and significance level	Interpretation
Rural	150	33.27	17.021	1.836	298	0.002	Rejected
Urban	150	29.30	20.323			P < .05	

Table 2 indicates that rural students have a mean score of 33.27 (SD = 17.021)

compared to urban students' mean score of 29.30 (SD = 20.323). With a significant value of 0.002, below the 0.05 threshold, the null hypothesis is rejected, indicating a significant difference in value orientation among higher secondary students based on their regional backgrounds.

3. There is no significant disparity in the youth problems of higher secondary students attributable to the medium of instruction.

Table - 3

Table showing the critical ratio of difference in youth problem of Tamil and English medium students

Categories	N	Mean	SD	t-test value	df	P value and significance level	Interpretation
Tamil	51	40.12	20.832	3.758	298	0.016	Rejected
English	249	29.48	17.893			P < .05	

Table 3 shows a mean score of 40.12 (SD = 20.832) for Tamil and 29.48 (SD = 17.893) for English. The significant value of 0.018, below 0.05, indicates a significant difference in youth problems among higher secondary students based on their medium of instruction, leading to the rejection of the null hypothesis.

4. There is no significant variation in the youth problems experienced by higher secondary students attributable to their chosen stream of study.

Table - 4

Table showing the critical ratio of difference in youth problem of Arts and Science students

Categories	N	Mean	SD	t-test value	df	P value and significance level	Interpretation
Arts	232	29.43	19.315	-3.211	298	0.010	Rejected
Science	68	37.63	15.538			P < 0.05	

The table indicates a mean score of 29.43 for arts (SD = 19.315) and 37.63 for English (SD = 15.538). A significance value of 0.010, below the 0.05 threshold, indicates a significant difference at the 5% level. Therefore, the null hypothesis is rejected, suggesting a significant difference in value orientation among higher secondary students based on their field of study.

5. There is no notable difference in the youth problems of higher secondary students attributable to family type.

Table - 5

Table showing the critical ratio of difference in youth problem of joint and nuclear family students

Categories	N	Mean	SD	t-test value	df	P value and significance level	Interpretation
Joint	81	35.48	21.25 9	2.385	298	0.006 P < 0.05	Rejected
Nuclear	218	29.68	17.65 4				

The table shows that the mean score for joint families is 35.48 (SD = 21.259) and for nuclear families is 29.68 (SD = 17.654). With a significance value of 0.006, below the 0.05 threshold, the null hypothesis is rejected, indicating a significant difference in the value orientation of higher secondary students based on family type.

Major Findings of the Study

1. Gender differences significantly impact the youth problems faced by higher secondary students.
2. Regional differences do not significantly affect the youth problems of higher secondary students.
3. The medium of instruction does not significantly influence the youth problems encountered by higher secondary students.

4. There is no significant variation in youth problems among higher secondary students across different streams of study.
5. Family structure does not significantly differentiate the youth problems experienced by higher secondary students.

Implications for Practice

- **For Schools:**

Schools should offer greater access to mental health resources and foster a supportive environment where students feel comfortable sharing their problems. Developing peer mentoring programs and counselling services could aid in addressing emotional and academic challenges.

- **For Parents:**

Parental awareness and involvement in their children's academic and emotional well-being are crucial. Workshops and parenting programs can help bridge the communication gap between parents and adolescents.

- **For Policymakers:**

Educational policies should promote mental health awareness and integrate stress management and coping skills into the curriculum. Schools should be equipped with trained counsellors to help students manage their problems.

Conclusion

This research sheds light on the various challenges faced by higher secondary students and their coping mechanisms. By identifying the key stressors and the strategies students use to manage these issues, the study contributes to a better understanding of adolescent mental health and well-being. Further research should explore long-term coping strategies and the role of digital tools in supporting adolescent mental health.

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Academic Stress among High School Students

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Abstract

In today's competitive landscape, students encounter a range of academic challenges, such as exam-related anxiety, a lack of motivation to attend classes, and difficulties grasping the material. It can lead to student being unable to perform to the best of their abilities in exams. Academic stress is the major source of stress among adolescent. Stress is generally defined as the body's non-specific response or reaction to demands made on it, or to disturbing events in the environment. Stress is simply defined as emotional disturbances or changes caused by stressors. Stress which promotes and facilitates learning is called good stress. An optimal level of stress can enhance learning ability. The present study intends to find out whether there is any significance difference in academic stress of high school students owing to difference in region and type of school. Simple random technique was used in the study and the sample consists of 500 high school students from Chennai district. The investigation of data was achieved using critical ratio and one way analysis of variance. The study found there is a significant difference in academic stress of high school students owing to difference in region and there is no significant difference in academic stress of high school students owing to difference in type of school.

Keywords: Stress, Academic Stress, High School Students

Introduction

“Education is a key that opens the eyes of a person towards the brightness of the world”.

– Dr. Radhakrishnan.

“Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil, all the beauty and all the perfection of which she is capable of”.

– Plato.

In today's competitive world, academic stress among school students has become a pressing issue, as they face immense pressure to excel in exams, meet high expectations, and secure a successful future. The pressure to perform well academically not only comes from the school environment but also from societal demands and family expectations, all of which can lead to stress, anxiety, and burnout. Academic stress, if not addressed, can have serious consequences on students' mental health, self-esteem, and overall well-being.

Both teachers and parents play a pivotal role in alleviating this stress. Teachers can foster a supportive learning environment by providing guidance, understanding individual needs, and reducing unnecessary academic pressure. Parents, on the other hand, need to offer emotional support, encourage healthy study habits, and avoid setting unrealistic expectations. By working together, teachers and parents can help students manage stress effectively, thereby promoting not only academic success but also their emotional and psychological health.

Definition of Stress

“Stress as a state of tension produced by pressure or conflicting demands with which a person cannot adequately cope”. – Jary and Jary (1995)

Stress is our body's way of responding to any kind of demand or threat. When you sense danger-whether it's real or imagined the body defences kick into high gear in a rapid, automatic process known as the “fight-or-flight” reaction or the “stress response”.

Academic stress

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure, or even unawareness to the possibility of such failure. Students have to face many academic demands. For example: school examination, answering questions in the class, showing progress in school subjects.

Factors Influencing Academic Stress

- **Age:** Stress arises in adolescence as teens navigate emotional changes, peer relationships, school expectations, family duties, and neighbourhood challenges.
- **Gender:** Society expects girls to be submissive and boys to be independent. Family expectations and low performance cause adolescent stress.

- **Socio-economic status of parents:** Socio-economic status measures a person's or family's economic and social position based on income, education, and occupation.
- **Sibling relationship:** The sibling relationship is the most enduring and influential of all familial bonds, despite its unique nature.
- **Psychological process and stress:** Adolescents face identity issues, inadequate self-concept, and role expectations, leading to emotional conflict during this transitional life stage.

Types of Stress

- (a) **Acute stress:** Acute stress is the most common type of stress. It is our body immediate reaction to a new challenge, event or demand, and it triggers our fight-or-flight response.
- (b) **Episodic acute stress:** When acute stress happens frequently, it's called episodic acute stress. Students who always seems to be having a crisis tend to have episodic acute stress. They are often short-tempered, irritable, and anxious.
- (c) **Chronic stress:** If acute stress isn't resolved and begins to increase or lasts for long period of times, it becomes chronic stress.

Causes of Stress

Stress is the physical and mental response of the body to demands made upon it. It is the result of our reaction to outside events, not necessarily the events themselves. There are several factors causing stress. Recently, Desai (1999) classified stressors into three major categories viz,

- **Physiological causes:** The physiological category includes genetic and congenital factors, life experience, biological rhythms, sleep, posture, diet.
- **Psychological causes:** The psychological causes comprised nine elements; perception, emotion, situation, experience, sensation, decisions, memory, motivation, cognition and appraisal.

Environmental Causes: This category of stressors consists of those factors which originate the environment like ambient environment, physical events, social events and biotic events.

Statement of the Problem

Academic Stress among High School Students

Objectives of the Study

The focus of the present study is to examine academic stress among high school students.

- To predict whether there is any significant difference in academic stress of high school students with respect to region.
- To study the difference in academic stress of the high school students owing to difference in type of school.

Hypothesis

Based on the objective, the hypothesis was formulated for the study.

- There is no significant difference in Academic Stress of High School Students owing to differences in Region.
- There is no significant difference in Academic Stress of High School Students owing to differences in Type of School.

Significance of the Study

- Investigating academic stress helps identify its impact on students' mental health, providing insights into anxiety, depression, and overall well-being during critical developmental years.
- Results can assist schools in tailoring counselling and support services to meet the specific needs of students experiencing high levels of stress.
- The findings can promote collaboration among educators, mental health professionals, and policymakers to develop comprehensive strategies for managing academic stress effectively.
- Findings can inform school policies and practices, helping educators develop programs that reduce stress and create supportive learning environments.

Review of Literature

❖ **Author:** Talib and Zia-ur-Rehman (2012)

- **Objective:** To investigate the effect of perceived stress on the academic performance of university students.
- **Tool Used:** A previously validated construct to evaluate the factors under study.
- **Sample Size:** 199 university graduates and undergraduates in Rawalpindi and Islamabad.
- **Findings:** Perceived stress had a significant negative correlation with academic performance. There were significant differences in mean scores between low and high achievers, as well as between low and high stress level groups. Stress levels did not differ significantly between male and female students, but engineering students had significantly different perceived stress scores compared to management science students. Major sources of stress included course load, sleep problems, and social activities.

❖ **Author:** Seiffge-Krenke, Persike, and Cecilia (2012)

- **Objective:** To investigate how adolescents from 18 countries perceive and cope with future-related and school-related stress.
- **Sample Size:** 5,126 adolescents (mean age of 15 years) from 18 countries.
- **Tool Used:**
- Problem Questionnaire (PQ): To assess stress levels.
- Coping Across Situations Questionnaire (CASQ): To assess three coping styles (reflection/support-seeking, emotional outlet, and withdrawal/denial).
- **Findings:**
 - Adolescents reported higher levels of future-related stress than school-related stress across all countries.
 - Adolescents from the "continental" group of countries showed low stress and high coping skills, while the East/Asia group showed medium stress and low coping. The "south" group experienced high stress and low coping.

- Developmental context had a stronger association with stress perception and coping styles than age or gender, highlighting the importance of fostering positive future orientation and improving coping competence in preventive approaches.

❖ **Author:** Liu and Lu (2011)

- **Objective:** To investigate the relationship between stress in school and academic achievements among Chinese high school students.
- **Tool Used:** Regression mixture modelling to analyse the relationship.
- **Sample Size:** 466 Chinese high school students.
- **Findings:** The analysis identified two classes regarding the effects of stress on academic achievements. In one class (87% of students), stress negatively predicted academic achievements, while for the other class (13% of students), stress did not predict academic achievements. Gender did not moderate the relationship between school stress and academic performance.

Methodology

Data was collected from the school students adopted by survey method. By using random sampling method a sample of 500 students from high schools were selected for this study in Chennai.

Tools Used

The *Academic Stress Inventory* was constructed and standardized by R. Savithiri (2014) was used to assess the academic stress of high school students consists of 26 items. The reliability of the inventory was 0.902 found by Cronbach's Alpha Method. The obtained reliability coefficient is revealing that the tool is reliable.

Statistical Techniques Used

The tool used for data collection was a questionnaire. The questionnaire contains questions on academic stress. The analysis of data was done using critical ratio and one way analysis of variance. The scale is a liker type scale, with multiple choice responses. Responses range from Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. In this five-point scale, the responses are given weight from 1 to 5 given, shown: 5- Strongly Agree, 4- Agree, 3- Undecided, 2- Disagree, and 1-Strongly Disagree.

Analysis of Data and Testing of Hypothesis

In testing the hypothesis stated, the researcher used critical ratio and one way analysis of variance.

Hypotheses - 1 There is no significant difference in Academic Stress of High School Students owing to differences in region.

Table.1

Representing the difference in Academic Stress of High School Students owing to differences in region

Variable	Category	Sub-Category	N	Mean	SD	df	't' Value	Sig. level
Academic Stress	Region	Rural	250	64.00	7.377	498	26.605	0.000
		Urban	250	42.97	10.090			P<0.05 S

Interpretation

The above table.1 shows that the mean scores of rural area students is 64.00 with standard deviation 7.377. Similarly, the mean scores of urban area students is 42.97 with standard deviation of 10.090. Here the 'p' value is 0.000 which is less than 'p' value at 95% confidence level (0.05) with degrees of freedom 498. The hypothesis which is assumed that there is no significant difference in academic stress of high school students owing to the difference in region is not accepted. Therefore, it is concluded that there is significant difference in academic stress of High School Students owing to the differences in Region, favouring Rural Area Students.

Hypotheses – 2 There is no significant difference in Academic Stress of High School Students owing to differences in Type of School.

Table.2

Representing the difference in Academic Stress of High School Students owing to differences in Type of School

Variable	Category	Sub-Category	N	Mean	SD
Academic Stress	Type of School	Boys	168	53.65	14.055
		Girls	167	53.19	13.716
		Co-Education	165	53.63	13.515

The above table.2 shows that the mean scores of boys school students is 53.65 with standard deviation 14.055 and the mean scores of girls school students is 53.19 with standard deviation of 13.716. Similarly, the mean score of co-education school students is 53.63 with standard deviation of 13.515.

Table. 2 (a)

One-way ANOVA showing the difference in academic stress of high school students owing to Type of school

Variable	Category	ANOVA	Sum of squares	df	Mean square	F	Sig. level
Academic stress	Type of School	Between groups	22.954	2	11.477	0.061	0.941
		Within groups	94171.974	497	189.481		P>0.05 NS

Interpretation

The above table.2 (a) shows that P value 0.941 which is greater than the P value 95% of confidence level 0.05 at 498 degree of freedom. The hypothesis which is assumed that there is no significant difference in academic stress of high school students owing to the difference in type of school is accepted. Therefore, it is concluded that there is no significant difference in academic stress of high school students owing to the difference in type of school.

Findings of the Study

- There is a significant difference in academic stress of High School Students owing to the differences in region, favouring Rural Area Students.
- There is no significant difference in academic stress of high school students owing to the difference in type of school

Conclusion

This study reveals a difference in academic stress between high school students based on region, with urban students experiencing less stress than rural students due to better access to educational resources. Rural students face more stress due to a lack of teacher support, parental involvement, and technological advancements. However, no significant difference in academic stress is found between students attending different types of schools (government, government-aided, or private). To manage academic stress, students should develop time management skills, healthy study habits, and maintain a balanced lifestyle.

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An Analysis of Teacher Freezing Among Government and Private Higher Secondary School Teachers

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Abstract

Teacher freezing refers to a state where educators become stagnant in their professional development, engagement, and teaching practices, often due to external factors such as institutional constraints, stress, or a lack of motivation. This article explores the phenomenon of teacher freezing within the context of organizational climate, examining how various elements of an educational institution's environment can either contribute to or alleviate this issue. Through the analysis of related research works and articles the factors that influence teacher freezing such as organizational climate, teacher burnout, stress, lack of professional development opportunities etc. were highlighted. The findings of the prior research on teacher freezing has identified that teachers from private and government higher secondary school had no significant difference in their teacher freezing male and female teachers too didn't exhibit difference in their level of teacher freezing.

Keywords: teacher freezing, organizational climate, professional development, institutional constraints, school leadership

Introduction

In the context of education, teacher freezing typically refers to a situation where teachers may feel "stuck" or unmotivated to adapt to new teaching methods, technologies, or changes in curriculum due to various reasons such as lack of professional development, fear of change, or external pressures. It can also refer to a teacher experiencing a temporary inability to respond or engage effectively with students or instructional material, similar to mental blocks that occur in high-stress situations. The article aims to find the difference in teacher freezing among higher secondary school teachers based on gender. It explores how the

institutional environment influences teachers' willingness to innovate and develop professionally.

Review of Literature

Saikia and Goswami (2010) observed, teachers' burnout was closely related to the hierarchical atmosphere of schools at the secondary level. They also found that the school environment played a key role in enhancing teacher effectiveness. **Massey (2011)** identified a significant link between job-satisfaction and teachers' burnout among secondary school teachers. **Hitaishi (2014)** highlighted a strong connection amid teacher burnout and innumerable elements of organizational climate. **Dhull and Poonam (2015)** revealed that male teachers experienced high burnout compared to female teachers, and government teachers faced higher burnout levels than those in private schools. **Jena (2018)** discovered a notable difference in burnout levels between male and counterpart science teachers, with male teachers experiencing smaller amount burnout. This was attributed to the higher levels of support, engagement, and resistance to challenges in teaching among male teachers compared to their female counterparts. **Sharma, Monika (2013)** The study found that teachers with a positive attitude experienced significantly lower levels of Teacher Freezing compared to those with a negative attitude. Additionally, government school teachers exhibited a markedly higher level of Teacher Freezing than their counterparts in private schools.

Need and Significance

Teacher freezing has the potential to significantly impact the improvement of education quality. Numerous researches have been organized on teacher freezing, but the level of teacher freezing among higher secondary school teachers in private and government schools yet to be fully examined, nor have their freezing levels were compared to improve teacher's professional development. This research aims to help teachers in both private and government schools improve their teaching practices, research capabilities, assessment systems, organizational quality, moral values, and participation in numerous educational activities. Additionally, it would assist school management and government authorities in providing better facilities for teachers.

Objectives:

- To examine the level of Teacher Freezing among higher secondary school teachers in private and government institutions.

- To investigate the level of Teacher Freezing among male and female teachers in both private and government higher secondary schools.

Hypotheses

1. There is no significant difference in level of teacher freezing of private and government secondary school teachers.
2. There is no significant difference in level of teacher freezing of male and female higher secondary school teachers.

Research Design

The current study aims to assess the level of Teacher Freezing among private and government higher secondary school teachers. Therefore, a descriptive survey method has been employed for this research.

Statistical Analysis

To analyze the data, differential statistical techniques, including mean, standard deviation, and t-value, were utilized to assess significant differences among the groups.

Population and Sample

The study's population consisted of all teachers working in private and government higher secondary schools in the Chennai district. A sample of 350 teachers was selected, comprising 175 from private schools and 175 from government schools.

Tools Used

- Teacher Freezing Scale by Hazeen Taj

Analysis And Interpretation

Table 1

Table showing the difference in teacher freezing among higher secondary-school teachers owing to gender

Variable	Category	Sample size N	Mean	SD	t-value	df	Level of Significance
	Male teachers	180	59.46	10.99			0.051

	Female teachers	170	59.32	11.246	1.961	398	P>0.05
Gender							

Interpretation

Table-1 displays that the mean scores of male teachers 59.46 with standard deviation 10.994 similarly the mean scores of female teachers 59.32 with standard deviation 11.246. Here the 'p' value 0.051 which is greater than 'p' value at 95% confidence level with degrees of freedom 348. The hypothesis which assumed that, there is no significant difference in teacher freezing owing to the difference in Gender is accepted. Therefore, we conclude that, there is no significant difference in teacher freezing owing to the difference in Gender.

Figure-1

Bar diagram showing mean difference of teacher freezing among higher secondary school teachers with respect to gender

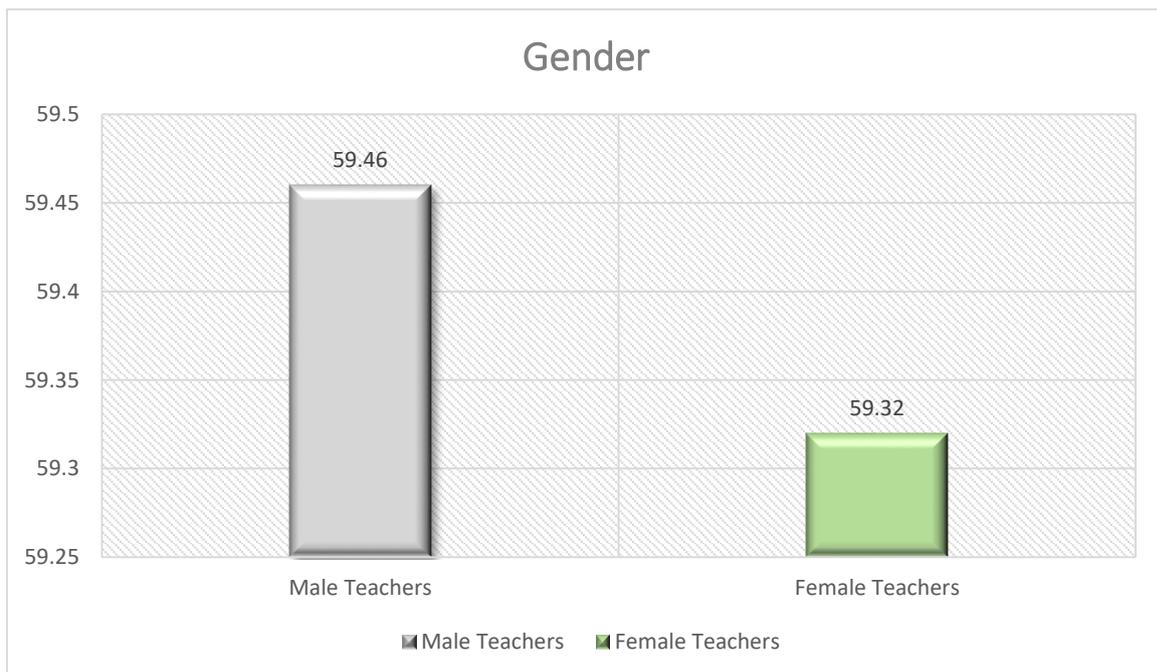


Table 2

Table showing the difference in Teacher freezing of higher secondary school teachers with respect to type of School.

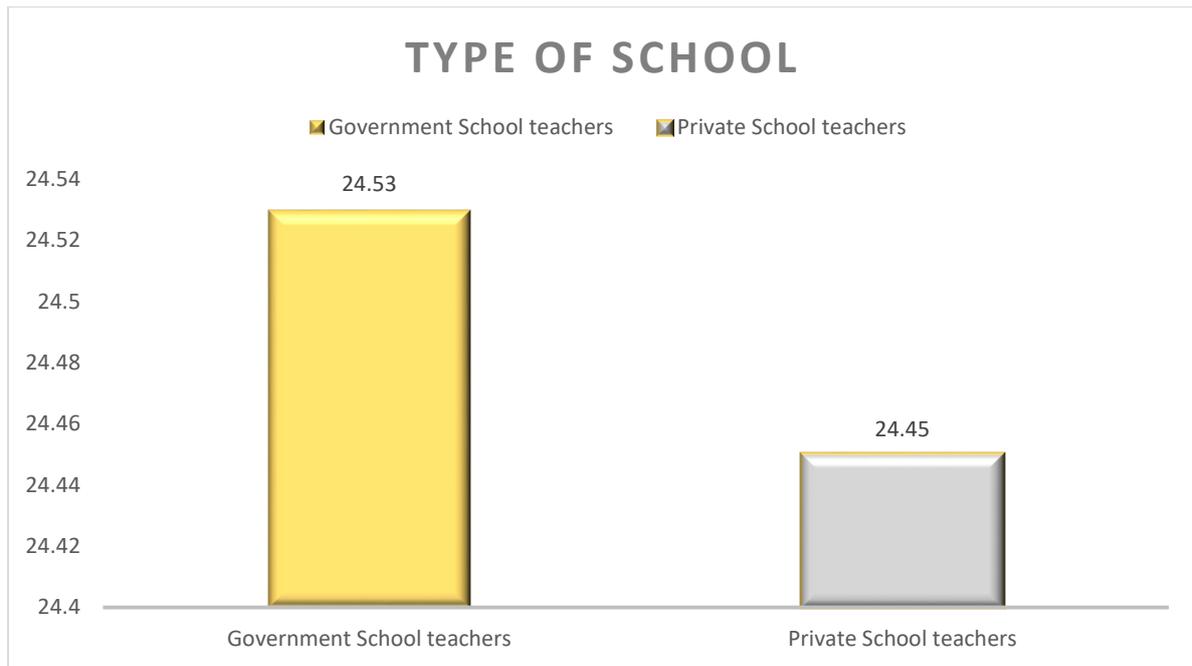
Variable	Groups	N	Mean	SD	t-value	df	Level of Significance
Type of School	Government School teachers	175	24.53	5.003	1570.27	348	0.045
	Private School teachers	175	24.45	5.221			P<0.05

Interpretation

Table- 2 shows that the mean scores of Government School teachers 24.53 with standard deviation 5.003 similarly the mean scores of Private School teachers 24.45 with standard deviation 5.221. Here the 'p' value is 0.045 which is lesser than 'p' value at 95% confidence level with degrees of freedom 348. The hypothesis which assumed that there is no significant difference in Teacher Freezing owing to the difference in Type of school is rejected. Therefore, we conclude that there is significant difference in Teacher Freezing owing to the difference in Type of school.

Figure-1

Bar diagram showing mean difference of teacher freezing among higher secondary school teachers with respect to type of school.



Findings

After analyzing and interpreting the data, the following findings were established:

1. There is no significant difference between male and female higher secondary school teachers in terms of Teacher Freezing. Thus, the levels of Teacher Freezing among male and female teachers are similar.
2. A significant difference exists in Teacher Freezing levels between private and government higher secondary school teachers. Specifically, private higher secondary school teachers exhibit lower levels of Teacher Freezing compared to their government counterparts.

Educational Implication

1. The current study found that teachers in government schools experience higher levels of Teacher Freezing. To mitigate this, it is essential for the government and school management to provide adequate facilities and ICT equipment. Many teachers are eager to integrate the latest technology to enhance the teaching-learning process and reduce stress. However, insufficient resources can result in lower engagement and interest in their work. Therefore, the government or school management should ensure the availability of technical support and equipment, so that government school teachers can fully realize their potential without being constrained by a lack of

essential resources.

2. Appointing a counselor in schools on a regular basis can greatly enhance a healthy organizational environment. A counselor can provide valuable support by addressing teachers' personal, professional, academic, and social challenges through counseling sittings. If appointing a full-time counselor is not feasible, arrangements can be made for a visiting counselor who can conduct weekly or monthly visits to the school. This would ensure teachers receive the necessary support to maintain their well-being and effectiveness.
3. School management should offer training programs, orientation sessions, and refresher courses to support the professional development of secondary school teachers. Additionally, teachers should be encouraged to participate in conferences, workshops, and seminars to further enhance their skills and knowledge.
4. Teachers should be well-versed in professional knowledge and research strategies associated to their classroom practices. Faculty consultations could be dedicated to discussing topics such as teaching methods, research, and analysis to foster continuous professional growth.
5. Teachers should regularly assess their performance, with annual performance records maintained by the institution. Incentives and promotions should be based on these evaluations to encourage continuous improvement and enhance the overall academic standards
6. Collaborative activities among teachers should be encouraged, and school management should adopt more scientific approaches that emphasize group dynamics for improved teamwork and organizational effectiveness.
7. The recruitment process for prospective teachers should be efficient and rigorous to ensure the selection of highly qualified, ethical, spiritual, and responsible educators.

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Digital Gaming Addiction of Higher Secondary Students

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Abstract

This research examines the prevalence and effects of Digital Gaming Addiction (DGA) among higher secondary students, with an emphasis on differences by gender and school type. DGA refers to the uncontrollable and compulsive use of digital games that disrupts a student's academic, social, and personal life. With easy access to games through smartphones and other devices, many students are prone to developing habits that can negatively impact their studies, mental well-being, and interpersonal relationships. Data were gathered through a standardized questionnaire from a randomly selected group of students from both government and private schools. Results showed no significant differences in digital gaming addiction based on gender and type of school. This study underscores the need to raise awareness and implement strategies to encourage balanced technology use among students.

Keywords: Digital, Academic, Games, Addiction, Higher secondary students

Introduction

The rise of digital technologies has transformed entertainment, making gaming a preferred activity among adolescents, particularly higher secondary students. With easy access to games on smartphones and computers, students engage in both recreational and educational gaming. However, excessive gaming can lead to behavioural issues, dependency, and negative impacts on academic performance, physical health, and social relationships. Adolescents, often under intense academic and social pressure, may turn to gaming for escape, sometimes developing compulsive behaviours. This study seeks to understand the prevalence and causes of DGA and explore solutions to curb this growing problem.

Meaning of Digital Gaming Addiction

Digital gaming addiction is characterized by compulsive and uncontrolled gaming that interferes with daily activities, including academics, personal relationships, and well-being. It manifests when individuals prioritize gaming over essential tasks, leading to harmful effects across various aspects of life.

Definition of Digital Gaming Addiction

According to the World Health Organization (WHO), digital gaming addiction is a behavioural disorder involving persistent or recurrent gaming behaviours. It is marked by impaired control over gaming, prioritizing gaming over other interests and activities, and continuing or escalating gaming despite negative consequences on personal, social, or academic life.

Review of Literature

Griffiths and Kuss (2012) equate digital gaming addiction with behavioural addictions like gambling, noting that excessive gaming triggers similar neurochemical responses, resulting in compulsive behaviours.

Choo et al. (2010) identified emotional regulation issues and low self-esteem as precursors to gaming addiction.

Przybylski et al. (2017) found a link between social isolation and gaming addiction, with affected students showing poor academic performance and withdrawal from social interactions. King and **Delfabbro (2014)** reported that gaming addiction heightens anxiety, depression, and loneliness in adolescents.

Anderson and Dill (2000) demonstrated that violent video games could worsen aggression and lead to addictive behaviours.

Need and Significance of the Study

Understanding the rising prevalence of DGA among adolescents, particularly higher secondary students, is critical. The adolescent stage is vital for cognitive, emotional, and social development, which excessive gaming can disrupt. DGA leads to poor academic performance, mental health issues, and social struggles, emphasizing the importance of addressing this issue.

Objective

To investigate variations in Digital Gaming Addiction among Higher Secondary Students based on Gender and Type of School.

Hypotheses

- No significant difference exists in Digital Gaming Addiction based on Gender.
- No significant difference exists in Digital Gaming Addiction based on Type of School.

Methodology

This study assesses DGA among higher secondary students using a 20-item standardized questionnaire, where participants rated their responses on a five-point Likert scale. Data were collected from randomly selected students from various school types through survey.

Analysis and Inferences

Hypothesis 1: No substantial disparity exists in the Digital Gaming Addiction of Higher Secondary Students based on differences in Gender.

Table 1

Illustrating variations in Digital Gaming Addiction of Higher Secondary Students based on differences in Gender.

Gender	N	Mean	Std. Deviation	t-value	df	Sig. level
Male	38	33.29	12.201	0.566	100	0.743
Female	64	31.91	11.773	0.561		

The presented table displays the mean scores, standard deviation, and 'p' value concerning Gender. The 'p' value for gender is 0.74, surpassing the significance level of 0.05 at a 95% confidence interval, with degrees of freedom set at 100. The hypothesis, positing that there is no noteworthy difference in Digital Gaming Addiction due to Gender distinctions, is supported. Consequently, the findings suggest that there is no significant difference in Digital Gaming Addiction among Higher Secondary students based on Gender differences.

Hypothesis 2: No notable distinction exists in the Digital Gaming Addiction of Higher Secondary Students based on differences in Type of School.

Table 2

Illustrating variations in Digital Gaming Addiction of Higher Secondary Students based on differences in Type of School

Gender	N	Mean	Std. Deviation	t-value	df	Sig. level
Government	52	30.98	11.418	1.251	100	0.48
Private	50	33.92	12.302	1.249		

The presented table displays the mean scores, standard deviation, and 'p' value concerning Gender. The 'p' value for gender is 0.48, surpassing the significance level of 0.05 at a 95% confidence interval, with degrees of freedom set at 100. The hypothesis, positing that there is no noteworthy difference in Digital Gaming Addiction due to Type of School distinctions, is supported. Consequently, the findings suggest that there is no significant difference in Digital Gaming Addiction among Higher Secondary students based on Type of school differences.

Findings and Discussion of the Study

Null Hypothesis	Variable	Difference	Discussion
No substantial disparity exists in the Digital Gaming Addiction of Higher Secondary Students based on Gender.	Gender	No significant difference	The analysis revealed no significant difference in digital gaming addiction between male and female students. The 'p' value indicates that gender does not significantly impact addiction levels.
No substantial disparity exists in the Digital Gaming Addiction of Higher Secondary Students based on Type of School.	Type of School (Government vs. Private)	No significant difference	The findings, once analyzed, would determine whether the type of school (government or private) influences digital gaming addiction. If no significant difference is found, it would suggest that school type is not a major factor in gaming addiction,

			necessitating intervention strategies that apply across different types of schools.
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Educational Implications Based on Findings

Gender: Schools should implement inclusive programs that engage all students and promote mental well-being without focusing on gender differences. Teachers must be trained to recognize gaming addiction symptoms in both genders and encourage participation in non-gaming activities like sports or arts.

Type of School: Both government and private schools should adopt similar strategies to raise awareness about DGA. Schools need to monitor gaming habits, enforce screen time limits, and involve parents in addiction prevention discussions.

Conclusion

Digital gaming addiction among higher secondary students poses a significant threat to their academic performance, mental health, and social relationships. As digital games continue to evolve and captivate young minds, it is essential for educators, parents, and policymakers to raise awareness about the risks of addiction and provide the necessary guidance to prevent it. Timely interventions, such as setting gaming limits and promoting healthier lifestyle choices, are crucial to minimizing the adverse effects of gaming addiction on students' lives.

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Research Article

Social Media and Achievement Motivation of High School Students

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Abstract

Media plays a vital role in communication tools shaping public opinion. Due to the contribution of media in the education sector, the media sector is gaining an important place among students today. This study examines social media's influence on the Achievement Motivation of high school students. Simple random sampling was followed in the study, and the sample consisted of 100 students from the population of the Kanchipuram district. The analysis of data was performed using t-test and multiple linear regression analysis. The study found a significant relationship between social media and achievement motivation.

Keywords: Achievement Motivation, High School Students, Media, social media

Introduction

A human is a social being and needs to socialise (Wakefield, 2000). Some individuals have to check their social media many times to cultivate large social networks for a sense of belonging and to access support (Cao, Guo, Vogel & Zhang, 2016) to reply as quickly as possible. Motivation is essential for success, such as academic success, and social media usage affects it. For example, a student's motivation involves establishing goals for finishing educational tasks, even when not interested (Pintrich and de Groot, 1990). Social media networks have many positive effects, such as staying in contact with friends, meeting new people, providing educational benefits, and quickly accessing mobility. Also, some adverse effects include identity theft, cyberbullying, decreased social interaction in real life, and social isolation.

Furthermore, an increase in mobile social networking could cause future health problems. Heikkinen (2012) argued that an overall integration of social media could attract students' attention through its simplicity, flexibility, and freedom of speech. On the other hand,

Greenhow and Lewin (2015) claimed that the function of social media is to promote individual users through profile pages.

Related Review

Stephany Julius et al. (2021) described the use of social media towards Depression and Achievement Motivation among University Students. Through the cluster sampling method, the sample consisted of 174-degree students. The study indicated that moderate social media levels positively predicted achievement motivation.

Jae-Eun Oh et al. (2020) studied social media and E-Portfolios: Impacting Design Students' Motivation Through Project-Based Learning. The results clearly showed that the study argues for the conditional use of social media in project-based learning classes.

Peter Osharive (2015) administered a study on social media and students' academic performance. The study comprised 378 full-time undergraduate students from the University of Lagos. The study examined and revealed that many students at the University of Lagos are addicted to social media.

Objectives of the study

The main aim of this research is to investigate social media and achievement motivation in high school Students.

- To predict high school student's achievement motivation with a linear combination of social media.
- To determine whether there is any significant difference in social media between boys' and girls' students in high school.

Research Question

- What is the relationship between social media and academic motivation in high school students?

Hypothesis

Based on the objective, the hypothesis was formulated for the study

- **Hypothesis 1:** A significant linear relationship between social media exists with achievement motivation.
- **Hypothesis 2:** There is no significant difference in social media between boys' and girls' students in high school.

Variables

The present investigation is an attempt to study the “Social media and Achievement Motivation of High School Students. The variables involved are:

- Social media.
- Achievement Motivation

Methodology

The investigators used a survey method in this research. The sample consisted of 100 higher secondary students from the population of the Kanchipuram district. A Simple random technique was used to select the samples.

Tools used

The social media scale consists of 45 items and all the items are positive and negative statements. The reliability of this scale was established by Cronbach's Alpha Method. The obtained reliability coefficient is 0.8 revealing that the tool is reliable. The achievement motivation scale consists of 22 items and all the items are positive and negative statements. The reliability of this scale was established by Cronbach's Alpha Method. The obtained reliability coefficient is 0.75 revealing that the tool is reliable.

Statistical Techniques Used

Data analysis was performed using t-test and multiple linear regression analysis. The tool used for data collection was a questionnaire comprising two sections. The first section of the questionnaire constitutes demographic information, and the second section contains questions on social media and achievement motivation. The analysis of data was done using regression. The scale is a liker type scale, with multiple choice responses. Responses range from Very Rarely, Rarely, Sometimes, Often and Always. In this five-point scale, the reactions are given weight from 1 to 5 given, shown: 5- Very Rarely, 4- Rarely, 3- Sometimes, 2- Often, and 1- Always.

Analysis of Data and Testing of Hypothesis

In testing the hypothesis stated, the researcher used multiple linear regression analysis.

- **Hypothesis 1:** A significant linear relationship between social media exists with achievement motivation.

Regression analysis was carried out using the independent variable of social media and the dependent variable of academic motivation. The result of the regression analysis is presented in Table 1

Table 1

Multiple Regression of Social Media with Academic Motivation

Code	Independent Variable	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
	(Constant)	68.143	17.411		3.914	0.000
X ₁	Social media	0.449	0.138	0.381	3.258	0.002

Multiple R = 0.363, R² = 0.132, and F = 7.354

Table 1 shows the coefficient of the relationship between social media and the academic motivation of high school students of the Kanchipuram districts. Table 1 shows that the relationship coefficient between social media and academic motivation is 0.36. Hence, the independent variable of social media significantly contributed to the academic cause. Therefore, the null hypothesis is rejected.

Results shown in Table 1 were used to perform regression analysis, and the equation is given below. Where Y = Academic Motivation

$$Y = 0.449X_1 + 68.143$$

- **Hypothesis 2:** There is no significant difference in social media between boys' and girls' students in high school.

Table 2

Table showing the Critical Ratio of the Difference in Gender in their social media

Group	N	Mean	S. D.	't-value	Level of Significance
Boys	52	88.35	9.05	2.595	0.03
Girls	48	82.65	7.05		

Since the p-value is $0.03 < 0.05$, the null hypothesis is rejected. Hence there is a significant difference in social media between boys' and girls' students in high school.

Findings of the Study

The Significant Findings of the Study Were:

- There was a significant positive relationship between social media and the academic motivation of high school students. In addition, the findings revealed that social media positively affects the theoretical basis of high school students because the educational sites and study material on the internet help the student perform better academically.
- There was a significant difference in social media usage among boys' and girls' students of the Kanchipuram districts. It was found that the mean score of boys was higher compared to girl students; therefore, it was observed that social media usage in boys was higher than in girls.

Conclusion

From the above findings, it can be concluded that Students should be educated on the influence of social media on their academic motivation. Teachers and parents should regularly monitor the student's use of social networking sites effectively. Teachers should make sure that students use social media to improve their academic performance rather than wastage their precious study time. The students should manage their study time effectively, which can

prevent distractions that social media can provide. Finally, the students should try to balance their study hours and the hours spent on social media.

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Conceptual Article

Sustainable Education: Integrating Environmental Awareness in School Curriculum

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Abstract

The increasing severity of global environmental issues has made it imperative to incorporate sustainability into education in order to develop responsible citizens of the future. This essay investigates the significance of incorporating environmental education into curricula to support sustainable development. The study looks at several ways that schools teach environmental subjects like conservation, climate change, and sustainable living, and assesses how well these methods work to improve students' ecological literacy and behaviours. This study emphasizes how education shapes students' environmentally conscious attitudes and behaviours through an analysis of current initiatives and case studies. According to the findings, including sustainability into curricula enhances students' understanding of environmental issues and promotes sustained involvement with sustainable behaviours, which helps to create a society that is more environmentally conscious. The article ends with suggestions for improving the implementation and support of sustainability education in various educational environments for educators and policymakers.

Keywords: Sustainability education, Environmental education, Ecological literacy, Curriculum integration, Policy support, Responsible citizenship

Introduction

The earth and future generations are at risk due to the rapid rise in resource depletion, climate change, and environmental degradation. As these challenges intensify, the role of education in raising environmental awareness and promoting sustainable practices becomes crucial. Schools are well-positioned to help young students understand environmental issues and equip them with the skills to address these problems. Incorporating sustainability into the curriculum is key to teaching students to be responsible citizens who contribute positively to

their communities and the environment. This approach emphasizes adopting sustainable habits in daily life, alongside teaching about issues like pollution, biodiversity loss, and climate change. By integrating environmental awareness across subjects, teachers create a comprehensive learning experience that fosters both intellectual and practical engagement with sustainability.

This article explores the importance of environmental education in curricula, focusing on teaching strategies that schools use to convey ecological concepts. It reviews current programs, case studies, and instructional methods to assess how effectively these initiatives improve students' ecological literacy and promote responsible behaviour, ultimately highlighting the critical role of education in shaping a sustainable future.

Definition and Importance of Sustainable Education

The term "sustainable education" is a methodology that aims to give students the information, abilities, attitudes, and values they need to support environmental stewardship and sustainable development. It promotes students to critically engage with urgent global challenges including social injustice, biodiversity loss, and climate change by embracing a holistic viewpoint that integrates ecological, social, and economic components. The significance of sustainable education resides in its capacity to develop civic engagement and provide people with the knowledge and skills necessary to make decisions that advance the welfare of present and future generations. Schools can raise a generation of environmentally conscious people who are not only aware of the problems affecting our planet but also capable of enacting positive change through creative solutions by including sustainability into the curriculum.

Overview of Current Trends in Environmental Education

Over the past few decades, there has been a considerable evolution in environmental education that reflects the growing awareness of global environmental challenges and the necessity of sustainable practices. One popular trend is the use of multidisciplinary techniques, which make connections between science, social studies, and even the arts and environmental concerns. Students are encouraged to comprehend the interdependence of economics, social systems, and ecosystems through this holistic viewpoint.

The focus on experiential learning, where students participate in practical activities like outdoor classrooms, community projects, and sustainability initiatives, is another trend. This methodology not only enhances their comprehension of environmental principles but also cultivates a feeling of accountability and guardianship. An rising number of schools are implementing inquiry-based and project-based learning strategies, which enable students to investigate real-world issues and hone their critical thinking abilities. Virtual field trips, experiments, and data analysis are made possible by digital tools and resources, which are revolutionizing environmental education through technology integration. Students from distant areas can collaborate on their study and access information more easily thanks to online platforms and mobile applications.

Furthermore, the value for traditional knowledge and regional customs in sustainability education is being increasingly acknowledged. Nowadays, a lot of programs emphasize the importance of cultural views in tackling environmental concerns by incorporating traditional ecological knowledge.

Lastly, environmental literacy is becoming more and more important in policy frameworks and educational standards, which is forcing schools to integrate their curricula with international initiatives like the Sustainable Development Goals (SDGs) of the United Nations. These patterns show a concerted effort to equip pupils to understand and deal with the complicated environmental problems that our world is currently confronting.

Models of Integrating Environmental Awareness into Curricula

Integrating environmental awareness into school curricula can be approached through various models that promote sustainability education across disciplines. One effective model is the **Interdisciplinary Approach**, where environmental themes are woven into multiple subjects, such as science, social studies, and language arts. This model allows students to see the connections between environmental issues and their relevance in various contexts, fostering a more comprehensive understanding of sustainability.

Project-Based Learning (PBL) approach, which engages students in real-world projects that address environmental challenges. In PBL, students work collaboratively on issues such as waste management, renewable energy, or conservation efforts, applying their knowledge and skills while developing critical thinking and problem-solving abilities. This hands-on

experience deepens their connection to environmental issues and encourages active participation in their communities.

Place-Based Education model emphasizes the local environment as a context for learning. By focusing on local ecosystems, communities, and cultural practices, students gain a sense of place and stewardship, recognizing their direct impact on the environment. This model encourages field trips, community involvement, and service learning, making environmental education relevant to students' lives.

Lastly, the **Service-Learning model** combines community service with curriculum objectives, allowing students to engage in projects that benefit their communities while addressing environmental concerns. Through service-learning, students apply their academic knowledge to real-world situations, fostering a sense of civic responsibility and environmental stewardship.

Key Components of an Effective Sustainable Education Curriculum

1. **Interdisciplinary Learning:** An effective sustainable education curriculum integrates environmental concepts across subjects like science, social studies, math, and the arts, helping students grasp the interconnectedness of ecological, social, and economic systems and fostering a holistic view of sustainability.
2. **Experiential Learning Opportunities:** Hands-on activities like field trips, outdoor classrooms, and community projects engage students with real-world environmental issues, promoting active participation, critical thinking, and a deeper connection to nature and their communities.
3. **Critical Thinking and Problem-Solving:** The curriculum should encourage critical thinking by having students analyze environmental problems, evaluate solutions, and make informed decisions, fostering creativity and empowering them as agents of change.
4. **Global and Local Perspectives:** An effective sustainability curriculum should cover global issues and local contexts, helping students connect broader concepts to their surroundings and fostering a sense of place and responsibility.
5. **Civic Engagement and Community Involvement:** Integrating service-learning projects fosters civic responsibility by encouraging students to engage with their communities and apply

their knowledge to address local environmental challenges, building empowerment and agency.

6. **Assessment and Reflection:** Regular assessment and reflection are essential for gauging student understanding of sustainability. Self-assessment, peer feedback, and reflection help students take ownership of their learning.

7. **Professional Development for Educators:** Continuous professional development is essential for teachers to effectively teach sustainability. Training programs provide educators with innovative strategies and resources for integrating environmental education into their classrooms.

8. **Integration of Technology:** Leveraging technology in the curriculum enhances learning through digital resources, virtual field trips, and interactive tools, facilitating collaboration, data analysis, and access to information on environmental issues.

Examples of schools and districts in Tamil Nadu that have effectively implemented environmental education initiatives:

♥ Sankalp International School, Coimbatore

This school incorporates environmental education into its curriculum through various projects and activities. Students engage in hands-on learning experiences such as tree planting, waste management, and water conservation. The school also focuses on promoting sustainable practices among students and their families.

♥ The British International School, Chennai

This school emphasizes sustainability and environmental awareness by integrating these concepts into various subjects. They conduct projects that encourage students to explore environmental issues, such as climate change and biodiversity loss, through research and community involvement.

♥ Green School, Chennai

The Green School adopts an eco-friendly approach to education, focusing on sustainable practices within the school community. They incorporate environmental education across

subjects and provide opportunities for students to participate in environmental projects, including gardening, recycling initiatives, and awareness campaigns.

♥ Pallavan Educational Institutions, Kanchipuram

This institution integrates environmental education through its curriculum and co-curricular activities. Students participate in various eco-clubs that focus on environmental conservation, promoting activities like tree planting, clean-up drives, and awareness programs about sustainable living.

♥ Velammal Vidyalaya, Chennai

Velammal Vidyalaya has implemented a robust environmental education program that includes activities like waste segregation, composting, and water conservation awareness. The school conducts workshops and seminars on environmental topics, fostering a culture of sustainability among students.

♥ Government Higher Secondary School, Kodaikanal

Located in a hill station, this school integrates environmental education into its curriculum by utilizing the unique local ecology. Students engage in projects related to the conservation of local biodiversity and participate in community initiatives focused on sustainable tourism and environmental protection.

Barriers to Integrating Environmental Awareness in School Curricula

1. Lack of Teacher Training and Resources: Many educators may not have received adequate training in environmental education, leading to a lack of confidence in teaching these topics. Additionally, schools may lack resources, such as curriculum materials and professional development opportunities, to effectively implement environmental awareness programs.

2. Curriculum Overload: The existing curriculum often prioritizes core subjects like math and language arts, leaving little room for additional topics like environmental education. Educators may feel pressured to cover a wide range of content, making it challenging to integrate sustainability concepts into their lessons.

3. Standardized Testing and Accountability Measures: The emphasis on standardized testing can limit the flexibility of educators to incorporate environmental topics. Schools may

prioritize subjects that are tested, which can lead to the marginalization of environmental education as it is not typically included in assessments.

4. Financial Constraints: Implementing environmental education initiatives may require funding for resources, training, and facilities. Budget constraints can limit schools' ability to develop and sustain effective environmental programs, leading to underinvestment in sustainability education.

5. Insufficient Collaboration: Effective environmental education often requires collaboration between different stakeholders, including teachers, administrators, parents, and community organizations. A lack of collaboration can hinder the development and implementation of comprehensive environmental education programs.

Importance of Hands-On Activities and Community Involvement

- ❖ Enhanced Learning Engagement: Hands-on activities actively involve students, making learning more engaging and memorable.
- ❖ Practical Application of Knowledge: Students can apply theoretical concepts to real-world situations, reinforcing their understanding of environmental issues.
- ❖ Development of Critical Skills: These activities foster essential skills such as teamwork, problem-solving, and critical thinking.
- ❖ Increased Environmental Awareness: Direct involvement in community projects raises awareness of local environmental challenges and encourages stewardship.
- ❖ Connection to Community: Engaging with local organizations and community members helps students understand the impact of their actions on their surroundings.
- ❖ Promotion of Responsibility: Hands-on projects cultivate a sense of ownership and responsibility towards the environment among students.
- ❖ Building Lasting Relationships: Collaborating with community partners can strengthen relationships between schools and local organizations, benefiting both parties.
- ❖ Real-World Impact: Community involvement allows students to contribute to meaningful environmental initiatives, fostering a sense of purpose and civic duty.

Importance of Government Support for Environmental Education Initiatives

Government support for environmental education initiatives is crucial for fostering a sustainable future and ensuring that students are equipped with the knowledge and skills needed

to address pressing environmental challenges. Such support can provide the necessary funding, resources, and infrastructure to develop and implement effective educational programs that promote environmental awareness across all levels of education. By establishing policies and standards that prioritize environmental education, governments can encourage schools to integrate sustainability into their curricula and create comprehensive programs that engage students in hands-on, real-world learning experiences. Furthermore, government backing can facilitate collaboration between educational institutions, community organizations, and environmental agencies, enhancing the impact of these initiatives. Ultimately, government support not only empowers educators and students but also plays a vital role in cultivating an environmentally literate society that is capable of making informed decisions and driving positive change for the planet.

Role of Educators in Promoting Environmental Awareness

Educators play a key role in promoting environmental awareness and fostering sustainability in schools. They equip students with knowledge on issues like climate change, biodiversity loss, and pollution, helping them understand the interconnectedness of ecological, social, and economic systems. Beyond teaching, educators encourage critical thinking and problem-solving by guiding students in analyzing real-world environmental challenges and exploring solutions. Through project-based and hands-on learning, they make the subject more engaging and impactful. As role models, educators demonstrate sustainable practices, promote eco-friendly behaviors, and empower students to take action in their communities. Collaboration with parents, local organizations, and environmental experts further enriches sustainability education. Ultimately, educators shape environmentally conscious citizens prepared to address future challenges, contributing to a more resilient and sustainable society.

To improve the implementation and support of sustainability education in various educational environments, educators and policymakers should consider the following suggestions:

- **Integrate sustainability across curricula:** Embed environmental topics into diverse subjects, ensuring students encounter sustainability principles throughout their education.

- **Provide professional development:** Offer training programs for educators to enhance their knowledge of sustainability and effective teaching methods.
- **Encourage hands-on learning:** Incorporate experiential learning, such as eco-projects, field trips, and community involvement, to make sustainability education practical and engaging.
- **Allocate resources:** Ensure schools have access to necessary materials, technologies, and funding to support sustainability initiatives.
- **Foster community partnerships:** Collaborate with local organizations, environmental experts, and parents to create a holistic approach to sustainability education.
- **Promote policy alignment:** Encourage alignment between national, regional, and school policies to support long-term sustainability goals in education systems.

Conclusion

In conclusion, the urgent need to address global environmental issues underscores the critical role of sustainability education in shaping responsible future citizens. By integrating environmental topics into school curricula, we empower students to develop ecological literacy and foster positive attitudes and behaviours toward sustainability. The findings highlight that effective educational practices not only enhance students' understanding of key environmental challenges but also encourage active participation in sustainable initiatives. As we move forward, it is essential for educators and policymakers to collaborate and implement strategies that support and enhance sustainability education across diverse learning environments, ultimately contributing to a more environmentally conscious and resilient society.

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