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# RESEARCH JOURNAL

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*“Nothing has such power to broaden the mind  
as the ability to investigate systematically and  
truly all that comes under thy observations in  
life.”*

*By Marcus Aurelius*

## EDITORIAL



*It is with great pleasure that we welcome you to the latest issue of the GACE Research Journal 2023. As we venture into this new volume, we are excited to share a diverse array of research articles, reviews, and commentaries that continue to push the boundaries of educational research.*

*The field of education is constantly evolving, shaped by advances in technology, changes in pedagogical approaches, and shifts in societal paradigms. In this issue, we present a collection of research papers that reflect the dynamism and innovation that characterizes educational research today.*

*Our esteemed authors have delved into a wide range of topics, from exploring innovative teaching methodologies to investigating the impact of policy changes on educational outcomes.*

*We would like to express our heartfelt gratitude to the authors who have contributed to this issue. Your dedication and expertise are integral to the continued success of this Research Journal. We also extend our appreciation to our readers for their continued support.*

*We encourage researchers and educators to engage with the content in this issue and contribute to the ongoing dialogue in educational research. We believe that the knowledge generated here has the power to drive positive change in education, benefiting learners of all ages and backgrounds.*

*Above all, we want to express our sincere gratitude for our Director, Prof. Dr. Vibha Asthana, whose encouragement and direction are the driving forces behind our desire to become better teachers.*

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# A Study of Rigidity Among Secondary School Students

Sana Aysha

## Abstract

*Rigidity, defined as an inflexible adherence to rules and routines, can significantly impact an individual's functioning and well-being. High levels of rigidity have been linked to adverse outcomes such as anxiety, depression, and poor social skills. Therefore, understanding the levels of rigidity among secondary school students is essential for identifying potential areas for intervention and support. This study aimed to examine the levels of rigidity among secondary school students in Hyderabad using the Dimensions of Rigidity Scale developed by N.K. Chadha. The sample consisted of students from both private and government schools. The sample consisted of 354 secondary school students studying in Government and private schools in the Hyderabad district of Telangana State. Descriptive Statistics like Mean, Median, Mode, Standard Deviation and Inferential Statistics like t test were used to determine the analysis and interpretation. The study also looked at differences in rigidity among secondary school students based on various demographic factors such as gender, class, school management, and parents' occupations and qualifications. The study results revealed a statistically significant difference in the levels of rigidity among the secondary school students in the sample for all the dimensions: social rigidity, behavioural rigidity, creative rigidity, and overall rigidity. The study provides important insights into the rigidity among secondary school students and highlights the need for interventions to promote flexibility and adaptability among students.*

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**Keywords:** Rigidity, Secondary school students

## Introduction

All human communities share the enduring quality of education. Its broad goal is the all-around development of the child's personality. Education, then, strives to promote the coordinated development of the cognitive, emotional, and psychomotor domains. The goal is accomplished to varying degrees and stages by several different agencies. These organisations can be roughly divided into formal and informal groups. A formal organisation is a school. The activities students participate in at school help mould their personalities. In addition, the school's numerous activities are planned to improve students' behaviour, creativity, and socialisation.

The definition of rigidity has been described in a variety of ways by different authors, some structurally and others functionally, which has led to some confusion about the notion. Second, ambiguous statements have been produced due to the confusion between the concepts of rigidity and stability (differentiation). Thirdly, the presumption that rigidity is a uniform trait rather than a multiform one has occasionally led to unwarranted generalisations. As a result, rigidity has a highly complex nature.

Cattell (1946) acknowledged the need to take personality and general connections of the rigidity factor(s) into account in complete detachment from perseveration itself. The purpose of these comparisons is further to define the range and content of personality rigidity expressions. They also aim to call researchers' attention to distinctions that current practice tends to obscure, overlook, or discount

### **Objectives of the study**

1. To study the rigidity among secondary school students
2. To study the rigidity among secondary school students with respect to Gender
3. To study the rigidity among secondary school students with respect to Class

### **Hypothesis of the research**

1. There is no statistically significant difference in rigidity among secondary school students
2. There is no statistically significant difference in rigidity among secondary school students with respect to Gender.
3. There is no statistically significant difference in rigidity among secondary school students with respect to Class

### **Review of Related Literature**

Feency (1979) found that adolescents tend to be more rigid in their thinking and less open to new ideas compared to younger children or adults. This rigidity may be due to the focus on social norms and conformity during adolescence, as well as the influence of peer pressure.

Galanter (1967), Khan (1975), and Vollhardt (1990) found that adolescents may be less creative and less likely to engage in divergent thinking. This may be due to a variety of factors, including a lack of opportunity for creative expression, a lack of encouragement or support for creativity, or a lack of confidence in their own creative abilities.

In terms of social rigidity, adolescents may be more likely to engage in social comparisons and to conform to group norms. This may lead to a decrease in their ability to think independently and to express their own unique perspectives and ideas. Overall, it appears that adolescents may exhibit a certain degree of behavioural, creative, and social rigidity, which can have negative impacts on their development and well-being. However, it is important to note that not all adolescents exhibit these characteristics to the same degree, and that there are strategies that can be used to encourage flexibility and creativity in adolescents.

### Research Design

**Method:** The researcher applied a survey approach to look into the levels of rigidity among secondary school students.

**Population:** The population of the present study comprises secondary school students of private and government schools in Hyderabad, G.H.M.C. Limits.

**Sample:** For the study, 220 secondary school students from Hyderabad's private schools and 134 secondary school students from Hyderabad's government schools were chosen at simple random as a sample.

**Tool:** For the present study the researcher used the “Dimensions of Rigidity scale” by N.K. Chadha, 2012 to assess the levels of rigidity of the respondents. It is a standardised research scale in the form of Three Point Likert scale to assess the levels of rigidity among secondary school students.

### Data Analysis

**Table 4.1 Rigidity among secondary school students**

N		N%
Low Rigidity	51	14%
Moderate Rigidity	227	64%
High Rigidity	76	21%
<b>Total</b>	<b>354</b>	<b>100.0%</b>

**Interpretations** – Table 4.1 present data on rigidity among secondary school students. The data shows that a small percentage of students have low rigidity, a majority of students have moderate rigidity, and a significant percentage of students have high rigidity. This suggests that a significant number of students may have difficulty adapting to change and may prefer sticking to traditional

or conventional ways of doing things. Additionally, it also indicates that a small percentage of students may be more flexible in their thinking and behavior.

**Table 4.2 Rigidity among secondary school students with respect to Gender**

Boys			Girls		
N	N%		N	N%	
Low Rigidity	19	15%	32	14%	
Moderate Rigidity	88	68%	139	62%	
High Rigidity	23	18%	53	24%	
<b>Total</b>	<b>130</b>	<b>100.0%</b>	<b>224</b>	<b>100.0%</b>	

**Interpretation:** Table 4.2 presents data on rigidity among secondary school students, broken down by gender. The data suggests that there is little difference in the level of low and moderate rigidity between boys and girls. However, it appears that a higher percentage of girls exhibit high rigidity compared to boys. This implies that girls may be less likely to adapt to change and may be more inclined to traditional or conventional ways of doing things than boys. Additionally, it also suggests that girls may be less flexible in their thinking and behavior compared to boys.

**Table 4.3 Rigidity among secondary school students with respect to Class**

10th		9th		8th		
N	N%	N	N%	N	N%	
Low Rigidity	26	23%	11	09%	14	12%
Moderate Rigidity	74	65%	81	65%	72	62%
High Rigidity	13	12%	32	26%	31	26%
<b>Total</b>	<b>113</b>	<b>100.0%</b>	<b>124</b>	<b>100.0%</b>	<b>117</b>	<b>100.0%</b>



**Interpretation:** Table 4.3 presents data on rigidity among secondary school students with respect to class. The data shows that the percentage of students with low rigidity decreases as the class level increases. The percentage of students with high rigidity also increases as the class level increases. This suggests that students in lower classes may be more adaptable and open to change compared to students in higher classes. Additionally, it also indicates that students in higher classes may be more resistant to change and may prefer sticking to traditional or conventional ways of doing things more than students in lower classes.

### **Major Findings**

The following results are reached through data analysis and interpretation.

1. There are significant differences in rigidity among secondary school students, indicating that there are variations in rigidity among the students and not all students have similar level of rigidity.
2. There is no significant difference in rigidity between boys and girls, suggesting that the level of rigidity among boys and girls is similar and does not vary based on gender.
3. There are significant differences in rigidity among students from different classes, suggesting that the level of rigidity among students from different classes is different and varies based on the class they belong to.

### **Discussion:**

**Objective 1:** To study the rigidity among secondary school students.

*Hypothesis1:* There is no statistically significant difference of rigidity among secondary school students.

**Result:** The result of the study suggests that there is a statistically significant difference in rigidity among secondary school students. This means that there is a variation in the level of rigidity among the students in the sample. This result implies that not all secondary school students have the same level of rigidity. This could be because the way the curriculum is designed and the teaching methods used in a school may affect the level of rigidity among A students. For example, students in a more traditional and structured educational setting may develop more rigidity compared to students in a more progressive and flexible educational setting. Each student has different social, behavioural and creative characteristics. These characteristics may influence the level of rigidity

among students. For example, some students may have a more rigid thinking style, while others may have a more flexible thinking style.

**Objective 2:** To study the rigidity among secondary school students with respect to Gender

*Hypothesis 2:* There is no statistically significant difference between the rigidity among secondary school students with respect to Gender

**Result:** The result of the study suggests that there is no statistically significant difference in rigidity among secondary school students with respect to Gender, and therefore the hypothesis that there is no difference is accepted. This suggests that there is no relationship between gender and rigidity among secondary school students. This implies that both boys and girls have similar levels of rigidity. The education system may not be gender-specific, meaning that boys and girls are exposed to the same curriculum and teaching methods, which may lead to similar levels of rigidity among both genders. Gender-based stereotypes and societal expectations may not play a significant role in shaping rigidity among secondary school students. Both boys and girls may be encouraged to explore different subjects and have similar opportunities to develop their skills and interests, which may lead to similar levels of rigidity among both genders.

**Objective 3:** To study the rigidity among secondary school students with respect to Class

*Hypothesis 3:* There is no statistically significant difference of rigidity among secondary school students with respect to Class.

**Result:** The results of our study indicate that there is a statistically significant difference in rigidity among secondary school students with respect to class. This suggests that students from different classes may have varying levels of rigidity in their thinking and behavior. One possible reason for this difference could be related to the level of academic pressure and expectations placed on students from different classes. For example, students in higher level classes, such as advanced placement or honors classes, may be under more pressure to excel academically and maintain a high level of achievement. This pressure may lead to more rigid thinking and behavior, as students may feel the need to conform to certain academic standards in order to succeed. Additionally, previous research has shown that students in higher level classes tend to have more fixed mindsets and are less likely to engage in creative thinking and problem-solving (Dweck & Leggett, 1988). This may also contribute to higher levels of rigidity among these students. On the other hand, students in lower level classes may experience less pressure to excel academically, and may

therefore have more flexibility in their thinking and behavior. These students may be more open to new ideas and perspectives, and may be more willing to take risks and think outside the box.

## **Conclusion**

In conclusion, the study provided an important insight into the phenomenon of rigidity among secondary school students and its dimensions, and it highlights the need for interventions to promote flexibility and critical thinking skills among students. The study also suggests that rigidity is a multidimensional construct and is influenced by a variety of factors. Further research is needed to confirm these findings and to examine the generalizability of the results

## **Suggestions for further studies**

1. Conduct a larger study with a larger sample size to increase the generalizability of the findings.
2. Include a control group in the study to isolate the effects of rigidity and to make it possible to compare the results with a group of students who do not have the same level of rigidity.
3. Incorporate a variety of research methods such as interviews, observations, and surveys to get a more comprehensive understanding of rigidity among students.
4. Compare the results of the study with different types of schools, such as urban and rural schools, to determine if there are any differences in rigidity among students in different types of school settings.

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# Exploring Mathematics Anxiety in Secondary Level Classrooms: A Qualitative Study

Dr. K. Sindhu Bhavani

## Abstract

*Mathematics anxiety has garnered significant attention in educational research due to its potential to hinder students' performance and engagement in mathematics classrooms. This qualitative study delves into the experiences and perceptions of secondary level students regarding mathematics anxiety. Through in-depth interviews and thematic analysis, the research aims to provide insights into the factors contributing to mathematics anxiety, its impact on students' learning, and potential strategies to alleviate this phenomenon. The findings suggest that mathematics anxiety is influenced by various factors, including teaching methods, classroom environment, and individual perceptions. Educators and policymakers can benefit from these findings to create supportive and inclusive mathematics learning environments that promote students' confidence and success.*

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**Keywords:** Mathematics anxiety, secondary level, qualitative research, classroom environment, teaching methods, student perceptions.

## Introduction:

Mathematics anxiety, characterized by feelings of apprehension and tension towards mathematics-related activities, has been a growing concern in educational settings. Particularly at the secondary level, students' experiences of mathematics anxiety can significantly impact their academic performance, motivation, and long-term attitudes towards the subject. Despite its prevalence, mathematics anxiety remains understudied, especially within the context of secondary level classrooms. This study aims to address this gap by qualitatively exploring the factors contributing to mathematics anxiety and its implications for students in secondary level classrooms.

## Review of related Literature

Karimi, A., and Venkatesan, S. (2009) viewed the effects of mathematics anxiety on high school students' academic performance. Through an extensive analysis of various studies, they highlight

the strong correlation between mathematics anxiety and decreased performance in mathematics-related subjects. The researcher sheds light on the cognitive and emotional aspects of mathematics anxiety, discussing how it can hinder problem-solving abilities and lead to negative perceptions of one's mathematical competence. The authors suggest that educators should incorporate strategies such as relaxation techniques and fostering a growth mindset to alleviate mathematics anxiety and improve student outcomes.

Al Mutawah, M. A. (2015) focuses on the interventions and strategies employed by educators to mitigate mathematics anxiety among secondary school students. The authors present a comprehensive overview of various techniques, including cognitive-behavioral interventions, peer-assisted learning, and technology-enhanced approaches. The researcher highlights the importance of creating a supportive classroom environment, where mistakes are normalized and students are encouraged to engage with mathematics in a non-threatening manner. By examining the efficacy of different interventions, the authors offer valuable insights into how educators can proactively address mathematics anxiety and promote a positive attitude towards the subject.

Luo, X., et. al (2009) critically examined the role of teachers in managing and potentially exacerbating mathematics anxiety in secondary school settings. Through an exploration of teacher practices, classroom dynamics, and instructional methodologies, the authors discuss how educators inadvertently contribute to students' anxiety levels. The review emphasizes the significance of teacher training programs that raise awareness about the impact of their behaviors and attitudes on students' emotional responses to mathematics. It also suggests the incorporation of inclusive teaching strategies, differentiated instruction, and regular student feedback to create a conducive learning environment that minimizes mathematics anxiety and encourages active participation.

### **Objectives**

- to provide insights into the factors contributing to mathematics anxiety,
- to study the impact of mathematics anxiety on students' learning.

### **Methodology:**

The present research is a qualitative study. Thematic analysis has been used in the study based on the responses given by the students.

**Sample:** The study involved a purposive sample of 30 students (15 males and 15 females) aged 13 to 16 years, drawn from two secondary schools in a diverse urban setting of Hyderabad district.

**Data Collection:** Semi-structured interviews were conducted to gather rich and nuanced insights into students' experiences of mathematics anxiety. The interview protocol consisted of open-ended questions focusing on classroom experiences, teaching methods, self-perceptions, and strategies to cope with mathematics anxiety.

**Data Analysis:** Thematic analysis was employed to identify recurring patterns and themes within the interview data. The analysis followed a systematic process of data familiarization, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing the report (Braun and Clarke, 2006).

### **Findings:**

Several key themes emerged from the data analysis:

- 1. Teaching Methods and Classroom Environment:** Students reported that teaching methods significantly influenced their levels of mathematics anxiety. They expressed preference for interactive and engaging approaches that fostered a supportive classroom environment. Traditional lecture-based teaching was often associated with increased anxiety due to a lack of personal connection and limited opportunities for clarification.
- 2. Peer Influence and Social Comparison:** Peer interactions played a role in exacerbating mathematics anxiety, as students tended to compare their abilities with others. Negative peer experiences, such as teasing or ridicule, heightened anxiety and affected self-esteem.
- 3. Perceptions of Difficulty and Success:** Students' perceptions of mathematics as inherently difficult influenced their anxiety levels. Those who viewed the subject as challenging reported higher levels of anxiety, whereas those who saw it as manageable experienced less anxiety, regardless of their actual performance.

4. **Teacher Support and Communication:** Students highlighted the importance of teachers' empathy and clear communication in alleviating mathematics anxiety. A supportive teacher-student relationship, along with approachable avenues for seeking help, positively impacted their confidence.

5. **Coping Strategies:** Students employed various coping strategies, including seeking extra help from teachers, practicing regularly, and engaging in relaxation techniques before assessments. Some students also mentioned seeking emotional support from family and friends.

### **Discussion:**

The findings underscore the multidimensional nature of mathematics anxiety in secondary level classrooms. Teaching methods, classroom environment, peer interactions, individual perceptions, and teacher-student relationships collectively contribute to students' experiences of mathematics anxiety. The study highlights the potential for educators to mitigate mathematics anxiety by adopting student-centered pedagogies, fostering a supportive classroom atmosphere, and addressing negative peer dynamics. Additionally, promoting growth mindset and self-efficacy beliefs among students could help reshape their perceptions of mathematics difficulty.

### **Conclusion:**

Mathematics anxiety is a complex phenomenon with far-reaching implications for students' learning experiences and outcomes. By understanding the factors that contribute to mathematics anxiety at the secondary level, educators and policymakers can develop targeted interventions to create inclusive and supportive mathematics learning environments. This qualitative study provides valuable insights into students' experiences, perceptions, and coping strategies, paving the way for future research and pedagogical approaches that aim to alleviate mathematics anxiety and promote positive attitudes towards the subject.

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# **A Study on English Language Learning in Relation to Academic Anxiety Among Secondary School Students.**

Saba Binte Yousuf

## **Abstract**

*This research aimed to study, students' relationship between English language learning and academic anxiety of secondary school. Quantitative methods were applied in this research. The main purpose of this study was to find the relationship between English language learning and Academic Anxiety among secondary school students. Total 100 students who were in 9<sup>th</sup> and 10<sup>th</sup> class students participated in the study. Sample of 100 students (50 boys and 50 girls) were selected from private, English medium secondary schools of Hyderabad city through Simple Random Sampling Technique. The results of the data Shows that there is insignificant relationship between English language learning and Academic anxiety among secondary school students. Whereas, in English language learning of girls are higher when compared to boys. Also, it has been concluded that the academic anxiety in boys are less than girls. These results help us to understand the need to strengthen the English language of students which help them to overcome their academic anxieties.*

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**Keywords:** English Language Learning, Academic anxiety, Secondary school

## **Introduction**

Language is one of the most important forms of human behavior, which everyone shows from birth to death. Language is verbal as well as non-verbal. Verbal language is used for expressing ideas and experiences, where non-verbal language is used for giving direction. Regarding the importance of English and the willingness of many people to learn English, many different ways of learning it then provided by both formal and informal institutions. In fact, not all students or learners can easily achieve their goals of learning English and follow the language learning process well.

Anxiety is one of the wide varieties of emotional and behavior disorders (Rachel and Chidkey, 2005). Students with anxiety disorder exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in exams, and do poorly on assignments.

Anxiety disorders are the most common disorders occur during adolescent. Anxiety is of many types and one among them is academic anxiety. When the students can manage their anxiety, they feel less pressure. If the students remain anxious, they may not follow through with their academic studies. Also, anxiety could complicate their physical and psychological states and it may negatively affect their capacity to work in the future.

### **Statement of the problem**

“A Study on English Language Learning In Relation To Academic Anxiety Among Secondary School Students”

### **Objectives**

- To study the English language learning among boys and girls of secondary schools.
- To study the Academic Anxiety among boys and girls of secondary schools.
- To study the relationship between English language learning and Academic Anxiety among secondary school students.

### **Hypotheses of the study:**

- There is no significant difference in the English language learning among boys and girls of secondary schools.
- There is no significant difference in the Academic Anxiety among boys and girls of secondary schools.
- There is no significant relationship between English language learning and Academic Anxiety among secondary school students.

### **Review of Related Literature**

**Bagheri and Taghi (2015)** studied the relationship between attitudes of 155 medical EFL learners and their English proficiency. The results demonstrated that there was a small positive correlation between medical student’s attitudes towards learning English and their English proficiency.

**Mohdshakir (2014)** emphasis the senior secondary stage is the most important stage as it is the base for further education. He explained anxiety is the most widely experienced emotion and one of the most essential constructs of all human behavior. This study was conducted to study the

relationship and effects of academic anxiety on the academic achievement of the students. Research findings revealed an inverse relationship between the academic achievement and the academic anxiety of students.

### **Research Design**

**Method:** The researcher adopted Descriptive study with Correlation. A Co-relational research design investigates relationships between variables without the researcher controlling or manipulating any of them.

**Population:** The population of this study comprises of the students of secondary schools of Hyderabad, Telangana State.

**Sample:** The total sample for the study comprises of 100 students (50 boys and 50 girls) of IX and X standard of private, English medium secondary schools of Hyderabad district, Telangana State. Simple Random Sampling technique has been adopted in the study.

### **Tools**

Tools that were used in the present study were as follows.

#### **1. English language learning Scale (ELL).**

English language learning scale (ELL) is a standardized tool which is used for the present study. The scale consists of 40 statements or items related to English. Each statement has five alternative responses as- strongly agree, agree, neither agree nor disagree, disagree and strongly disagree.

#### **2. Academic Anxiety scale for children (AASC).**

Academic anxiety scale for children (AASC) developed and standardized by A.K.Singh and Dr.A.Sen Gupta was also used for the present study. It consists of 20 items- positive and negative.

### **Statistical techniques**

Mean, standard deviations and standard error were calculated for the entire sample with respect to all variables. In order to test the hypotheses, Independent sample t- Test and Pearson Correlation were applied. Statistical Measures and Bar- graph were also used to analyze the data.

## Data analysis

### Hypothesis Testing-I

There is no significant difference in the English language learning among boys and girls of secondary schools.

#### Difference in the English language learning among boys and girls of secondary schools.

Secondary school students	N	Mean	Standard deviation	Standard error
Boys	50	3.166	0.392589519	0.055520542
girls	50	3.28	0.306394437	0.043330717

	df	$\alpha$	't' cal	't' critical	
100	98	0.05	-1.621	1.984	<b>Ho: Accepted</b>

### Interpretation

It shows the data collected and calculated to know the difference in the English language learning among boys and girls of secondary schools. The data was obtained from 50 boys and 50 girls of secondary schools. The result of mean and standard deviation of English language learning among boys and girls are 3.16 and 3.28 respectively. The standard deviation values are 0.392 and 0.306 respectively. It can be Interpreted that there is no significant difference in the English language learning among boys and girls of secondary schools as the Calculated 't' value is less than the 't' critical value. Hence Null Hypothesis is accepted.

### Hypothesis Testing-II.

There is no significant difference in the Academic Anxiety among boys and girls of secondary schools.

## Difference in the Academic Anxiety among boys and girls of secondary schools

**Table: Mean, SD, SE**

	N	Mean	Standard deviation	Standard error
<b>Boys</b>	50	0.481	0.156129852	0.022080095
<b>Girls</b>	50	0.613	0.180365276	0.025507502

**Table : T test**

n	df	$\alpha$	't' cal	't' critical	Significant
100	98	0.05	-3.9169	1.984	<b>Ho: Accepted</b>

### Interpretation

The result of mean and standard deviation of Academic Anxiety among boys and girls are 0.481 and 0.613 respectively. The standard deviation values are 0.156 and 0.180 respectively. It reveals that  $n=100$   $df=98$  calculated 't' value = -3.916, 't' critical value = 1.984, 2-tailed. Hence Null Hypothesis is accepted. It can be interpreted that there is no significant difference in the Academic Anxiety among boys and girls of secondary schools as the Calculated 't' value is less than the 't' critical value. Hence Null Hypothesis is accepted.

**Hypothesis 3:** There is no significant relationship between English language learning and Academic Anxiety among secondary school students.

### Correlation

	English language	Academic anxiety
English language learning	Pearson correlation Sig. (2-tailed) N	1 -.090 .372 100
Academic anxiety	Pearson correlation Sig. (2-tailed) N	-.090 1 .372 100

**Interpretation:**

It can be interpreted that there is no significant relationship between English language learning and Academic anxiety among secondary school students. The data that was calculated using SPSS showed  $r = -0.090$   $n = 100$   $p = 0.372$ . Since, P value is greater than 0.05. Hence Null Hypothesis is accepted.

**Major findings:**

- It has been observed that there is no significant difference in the English language learning among boys and girls of secondary schools. English language learning among girls is higher when compared to boys. It means that girls have better understanding of English language than boys. Through this result it is necessary to create a communicative language classroom environment to encourage the students to be involved in interactive activities.
- It has also found out that there is no significant difference in the academic anxiety among boys and girls of secondary schools. Academic anxiety among girls is high when compared to boys.
- From the findings of the research it has been found out that there is no relationship between English language learning and academic anxiety among secondary school students. Result of this present study reveals that English language learning and academic anxiety has no correlation between boys and girls of secondary schools.

**Educational implications:**

1. Students are the wealth and future of nation. It is essential that they must have good communication skills so that they can have a productive and balance life because English language is a powerful factor that can improve the overall personality of the individuals.
2. Pupils were aware of the importance of English which was shown by their scoring in English language learning scale. Despite that most of the students especially in schools, the performance in English is considerably low and hence the teachers have to implement more potential teaching methods to make the students score better.

3. Academic Anxiety needs to be managed by the strengths the students have. English language is considered to be one of the strengths which equip the students to deal with academic anxiety by enhancing their ability to cope with the academic anxiety.
4. Teachers can be a part of the healing process, and they should be informed about of academic anxiety and its impact on students learning process. It is absolutely crucial that teachers must be well equipped to aid academic anxious students to effectively deal with their social and psychological challenges and help them to better act not only socially and academically but also mentally and physically.
5. Teachers should be knowledgeable about the influences of anxiety on child academic activities via its effects on child memory, also they should be ready to aid students with anxiety to deal with their challenges and experience healthy and good life, and they should have the ability to teach students effective ways of dealing with anxiety and help the students who are overwhelmed with anxiety and feel worry about the effectiveness of their performance, turn their high worry into a constructive shape and made it act more like a motivation.
6. A variety of teaching methods may be used which are likely to accommodate all the style under reference.
7. Teachers should try to remove unnecessary academic anxiety from high and average I.Q. Students by using various techniques. This will help them to enhance the level of academic.
8. Student's learning to control their emotions is an essential skill for academic anxious students. Managing of conflicts, interacting with administers and energetic listening are just many of the skills that teachers can be learned as a solution for this problem among students. Teachers also by using collaborative learning can raise student's learning and decrease their anxiety related to learning process.

### **Recommendations for further study**

- The present study is just limited to a sample of 100 students. The same can also be done with a larger sample in Hyderabad.
- The present study shows the result for Hyderabad district only. A study with more Districts can also be done.
- Similar study can be done with some other variables like age, Government schools, etc.



- Further study can be carried out at different levels of school education, that is primary, elementary school students.
- The research can be carried out in students of different medium of instruction and different age groups.
- A similar research can be done on sample taken from another district of Telangana and Results can be compared with the present research.

## **Conclusion**

The present research aimed at studying the relationship between English language learning and academic anxiety among secondary school students. It has been observed that there is no significant difference in the English language learning among boys and girls of secondary schools. English language learning among girls is higher when compared to boys. It means that girls have better understanding of English language than boys. Through this result it is necessary to create a communicative language classroom environment to encourage the students to be involved in interactive activities. It has also found out that there is no significant difference in the academic anxiety among boys and girls of secondary schools. Academic anxiety among girls is high when compared to boys. Which means that boys have the ability to control and handle their anxiety level when compared to girls. So, efforts need to be made in order to enable them to deal with stress and anxiety that arise in academic fields.

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## A Study of Procrastination Among Secondary School Students

Nazia Afreen

### Abstract

*One of the difficulties faced by educational academics, legislators, and school reformers is identifying the characteristics of schools that result in increased student achievement. Because it affects how students view their own competency for a given task and their capacity to adapt to and handle future academic demands, Procrastination is a self-regulatory mechanism that influences students' academic conduct in academic environments. The present study has been undertaken to study Procrastination among secondary school students. The sample consisted of 140 secondary school students from Hyderabad. A simple random sampling technique has been employed to select the sample from the Secondary School of Hyderabad. For the present study the researcher used a "Procrastination Questionnaire" by Lay (1986). For determining the analysis and interpretation, Descriptive Statistics like Mean, Standard Deviation and Inferential Statistics like One sample t-test, independent sample t-test and Chi-square test were used. The data revealed that there was a significant difference between Procrastination among Secondary School students, but it is also found that there is no significant difference among students with respect to their Gender and Class.*

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**Keywords:** Procrastination, Secondary School Students, Procrastination Questionnaire

### Introduction:

Procrastination is the act of delaying or postponing tasks. It is a common problem among students, particularly when it comes to completing assignments and studying for exams. There are many reasons why students may procrastinate, such as a lack of motivation, a lack of interest in the task, a lack of time management skills, or a fear of failure. Procrastination can have negative consequences, such as increased stress and lower grades. If you are a student who struggles with procrastination, there are strategies you can use to overcome this habit and be more productive. These strategies include setting specific goals and deadlines, creating a schedule and sticking to it, breaking large tasks into smaller, more manageable ones, and finding ways to increase your motivation and focus.

### Significance of the study:

Procrastination among students is a pervasive, serious issue that impacts learners of all academic levels. The fact that different students procrastinate for various reasons makes it a complex problem, as each student can benefit from a different approach to overcoming procrastination. Even though more students are delaying their academic work, no research has been done on the procrastination habits of bright and talented students. The finest way to comprehend and explore

the propensity of bright and talented college students to put off their academic work is by using a valid and trustworthy measure. In general, a gender gap in academic procrastination is a contentious topic that might be challenging to forecast. (Steel, 2004) Despite the fact that some studies (Milgram, 2001) found significant gender differences, other studies found no gender differences at all. The academic curriculum encourages gifted and talented pupils because they learn quickly and are more likely to succeed academically than the typical student.

#### **Objectives of the study:**

- To study the levels of procrastination among secondary school students
- To study the levels of procrastination among secondary school students with respect to Gender
- To study the levels of procrastination among secondary school students with respect to Class

#### **Hypothesis of the research:**

- There is no significant difference between the levels of procrastination of secondary school students.
- There is no significant difference between the levels of procrastination of secondary school students with respect to Gender.
- There is no significant difference between the levels of procrastination of secondary school students with respect to Class.

#### **Statement of the problem:**

To study the levels of Procrastination of Secondary School Students With Respect To Their Class And Gender.

#### **Literature Review:**

**Chakraborty U. et al. (2022)** showed that living status does not have a significant effect on academic procrastination but gender is seen to have a significant impact on the same. Furthermore, there is no interaction effect observed between living status and gender. The present study has implications for teachers, parents and university administration in terms of structuring various motivation strategies and teaching pedagogy.

**A. Sundah, A. J. (2022)**) discovered that cognitive counselling behaviour could significantly improve the ability to reduce academic procrastination of junior high school students. Overall, school counsellors should explore and apply various counselling approaches to help students with academic problems.

**Research Methodology:**

The present study is Quantitative approach with Descriptive and Explanatory research design.

**Population:**

The population of the present study comprises secondary school students at private school in Hyderabad, G.H.M.C. Limits.

**Sample:**

A sample of 150 secondary school students from private schools of Hyderabad city were selected using simple random sampling technique for the purpose of the study.

**Tools for the measurement:**

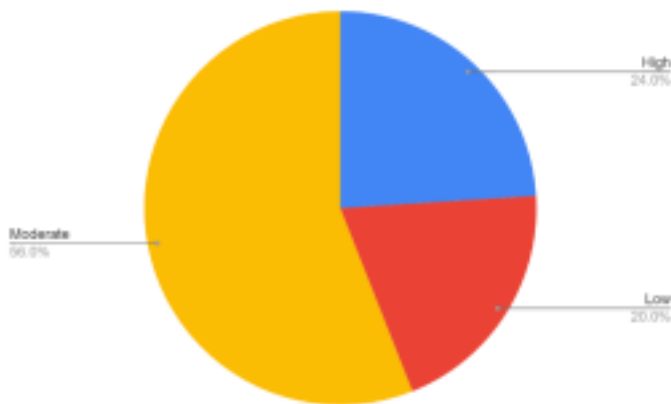
A standardized “Procrastination Questionnaire” by Lay (1986). Procrastination scale consists of 20 items related to the levels of procrastination.

**Statistics:** In the present study, the statistical techniques used were as under: Mean , Standard deviation, t-test.

**Data Analysis**

**H1: There is no significant difference between the levels of procrastination of secondary school students.**

*Fig 1: Levels of procrastination among secondary school students*

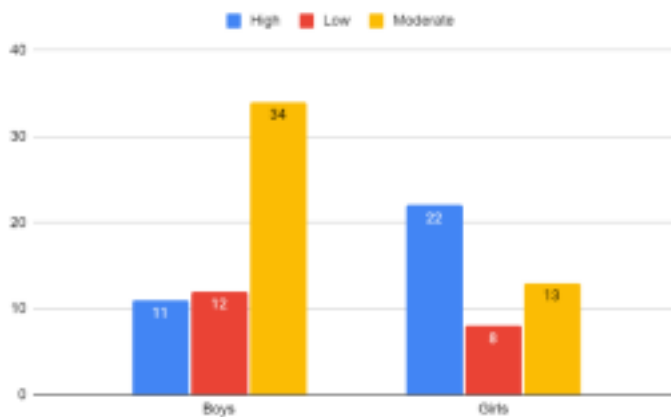


### *Interpretation*

Most secondary school students (76%) engage in moderate to high levels of procrastination. Specifically, 56% of students report engaging in moderate levels of procrastination, while 24% report engaging in high levels of procrastination. Only 20% of students report engaging in low levels of procrastination.

**H2: There is no significant difference between the levels of procrastination of secondary school students with respect to Gender.**

*Fig: 2 Procrastination levels among secondary schools' students with respect to gender*

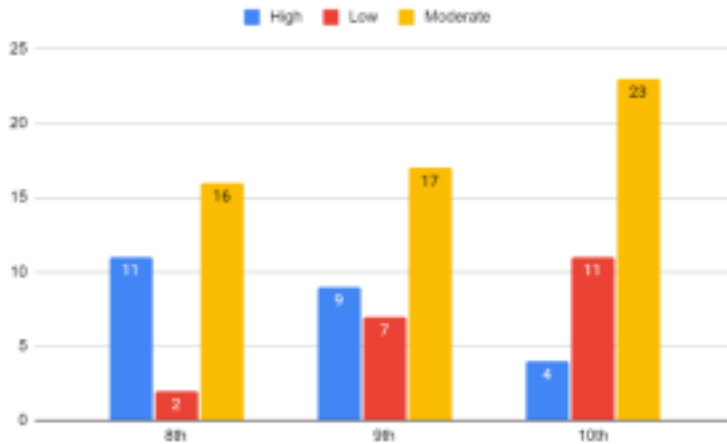


### *Interpretation*

There is a difference in procrastination levels among secondary school students with respect to gender. Specifically, it appears that boys are more likely to engage in moderate to high levels of procrastination compared to girls.

**H3: There is no significant difference between the levels of procrastination of secondary school students with respect to Class.**

*Fig 3: Procrastination levels among secondary school students with respect to class*



### Interpretation

There is a difference in procrastination levels among secondary school students with respect to their class level. Specifically, students in the 10th grade are more likely to report low to moderate levels of procrastination, while students in the 9th and 8th grades are more likely to report moderate to high levels of procrastination.

### Findings:

Based on analysis and interpretation of the data the following conclusions are drawn.

1. Most secondary school students (76%) engage in moderate to high levels of procrastination. Specifically, 56% of students report engaging in moderate levels of procrastination, while 24% report engaging in high levels of procrastination. Only 20% of students report engaging in low levels of procrastination.
2. There is a difference in procrastination levels among secondary school students with respect to gender. Specifically, it appears that boys are more likely to engage in moderate to high levels of procrastination compared to girls.
3. There is a difference in procrastination levels among secondary school students with respect to their class level. Specifically, students in the 10th grade are more likely to report low to moderate levels of procrastination, while students in the 9th and 8th grades are more likely to report moderate to high levels of procrastination.

### **Educational Implications:**

1. Understanding the causes of procrastination can help educators design interventions and strategies to address this behavior.
2. Teaching time management and planning skills can be effective in helping students overcome procrastination. When students struggle to manage their time effectively, they may find it difficult to prioritize tasks, set goals, and allocate their time appropriately.
3. Encouraging students to set specific, achievable goals can help them stay motivated and on track with their work. Setting specific, achievable goals is a key component of effective time management and can be an important tool in helping students overcome procrastination
4. Providing students with regular feedback and support can help them stay engaged and motivated to complete their tasks.

### **Limitations of the study:**

1. The study “Levels of procrastination of secondary school students was confined to only four dimensions i.e., gender and class.
2. Only secondary school students are taken as samples in the present study.
3. Study was limited to only 100 students of Hyderabad.
4. The study was confined to only one school in Hyderabad city

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## **A Study on Impact of Future Indian Education System and Stakeholders on NEP 2020**

Ms. Sana Fatima

### **Abstract**

*The National Education Policy (NEP) 2020 is a landmark document that outlines a comprehensive vision for the transformation of the Indian education system. This is an empirical study that aims to assess the effects of NEP 2020 on the future of the Indian education system and its implications for various stakeholders. This study was done through surveys, interviews, and content analysis, this research explores educators', students', parents', and policymakers' perceptions of NEP 2020. The findings provide insights into the strengths, challenges, and potential outcomes of the policy, shedding light on its potential to reshape education in India.*

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**Keywords:** National Education Policy 2020, Indian education system, stakeholders, empirical study

### **Introduction:**

The National Education Policy 2020 marks a paradigm shift in India's approach to education. This empirical study investigates the policy's impact on the future of the Indian education system and its effects on stakeholders such as educators, students, parents, and policymakers. By examining stakeholders' perceptions, this research aims to offer a comprehensive understanding of the strengths, challenges, and potential outcomes of NEP 2020.

Current education system was active and running from last 34 years and in the year 2020 a new radical reform could be seen after supplementation of NEP 2020 in forthcoming years. Starting from Gurukul system of education to the British influenced education system, many up gradation and changes has been accepted implemented or modified in the education system. Many of us are one through the system that would be replaced soon, there are many prominent changes that could bring some expected positive outcomes like the old 10 + 2 system will be replaced by 5+ 3 + 3 + 4 system and another important change is that the stream system [Arts, Science and Commerce] has been removed now students are free to choose the available combination of subjects. Education system of the country should prepare future ready and skilled students so that in their future they could achieve the success at personal level and community level to make a successful and developed nation in all aspects. It is expected that removing the boundaries of subject stream and

giving liberty of choosing what a students want to learn and excel in that area. Indian education system consists of various players like the education provider institutes that includes both govt. And private, teachers/ professor, students and parents.

### **Methodology:**

This is an empirical study with both quantitative and qualitative methods.

Participants: A diverse sample of educators, students, parents, and policymakers from different regions of India was recruited for this study.

### **Data Collection:**

Surveys, interviews, and content analysis were employed to gather data. Surveys were administered to stakeholders to gauge their awareness, perceptions, and expectations regarding NEP 2020. Interviews were conducted to delve deeper into participants' insights and experiences. Content analysis was used to analyze policy documents, educational materials, and media coverage related to NEP 2020.

### **Data Analysis:**

Author has designed questionnaire to understand the respondent's awareness and views about the various important point of National Education Policy 2020. The questionnaire was floated to all the social media and email to collect the responses from respondents. The population of respondents include students, parents, teachers and other who will be directly or indirectly associated.

Quantitative data from surveys were analyzed using statistical methods, while qualitative data from interviews and content analysis were subjected to thematic analysis. This approach allowed for a comprehensive exploration of stakeholders' perspectives.

### **Results:**

The empirical findings reveal several key insights into the effects of NEP 2020 on the Indian education system and stakeholders:

1. **Perceived Benefits:** Stakeholders perceive NEP 2020 as a transformative step towards holistic and flexible education. The policy's emphasis on multidisciplinary learning, skill development, and flexibility is well-received.
2. **Challenges:** Stakeholders express concerns about the effective implementation of NEP 2020. Infrastructure gaps, curriculum changes, and teacher training emerge as key challenges that need to be addressed.
3. **Student-Centric Approach:** Stakeholders appreciate the policy's focus on student-centric education, which aims to nurture critical thinking, creativity, and practical skills.
4. **Technology Integration:** NEP 2020's emphasis on technology integration is viewed positively by stakeholders, although there are concerns about digital access and equity.
5. **Assessment Reforms:** Stakeholders welcome the shift towards competency-based assessment and reduced emphasis on rote memorization.

### **Discussion:**

Teachers are the shape givers to the future students. They mold the unshaped student to the final perfect shape. The importance of the teachers cannot be un-ruled, in the new education policy now there is even bigger responsibility on their shoulders they have to upgrade with the latest technologies and subjects and train the students for the future. According to the NEP 2020, only candidates with four-year B.Ed. degree and TET certificate will be eligible to apply for teacher recruitment in government schools, this will enhance the quality of education.

Parents are basic building blocks, supports students morally and financial support for the students. They are emotionally attached to the students, their efforts goes for the success for their children. In old education policy they are bounded by stream system, they cannot suggest beyond that stream to the student now they are having an opportunity to explore the subjects' combination and choose best fit according to the skill set or talent for sure success.

The study's empirical findings reflect stakeholders' varied perceptions of NEP 2020, highlighting its potential to reshape the Indian education landscape. While there is optimism about the policy's goals, challenges related to implementation and equitable access must be addressed for its successful execution.

**Conclusion:**

The National Education Policy 2020 has generated considerable interest and discussion among stakeholders in the Indian education system. This empirical study provides valuable insights into stakeholders' perceptions, revealing both opportunities and challenges associated with the policy's implementation. As India embarks on this transformative journey, continued collaboration among educators, policymakers, students, and parents is essential to realize the full potential of NEP 2020 and shape the future of education in the country.

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# Quality disparities in Early Learning settings - Ways to Improve the Quality of Early Care and Education

Dr. B. Deevena Pauleen

## Abstract

*The extensive and rapid development of the brain in the early years has been identified as having substantial benefits in the later years of their lives. Neuroscience research highlights that adequate stimulating experiences are to be provided in the early years to unfold each child's innate potential in all domains of development (NCERT, 2018). Every child requires a safe and nurturing environment for their optimal development. The National Early Childhood Care and Education (ECCE) policy has spelled out the curriculum framework for all children below six years of age in its Position paper on ECCE (National Curriculum Framework, NCERT 2005). One of its main agendas is to promote quality and excellence in early childhood care and education. The document presents the guidelines for child care and early educational practices.*

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**Keywords:** Quality disparities, Early Learning settings.

## Introduction

The inception of Early Years Education, as a pre-requisite and providing quality education in early years as one of the goals for sustainable development, has been accepted as an active new field of interest. Efforts by the Indian Government (NPE, 1986; National ECCE Policy, 2013) have increased the accessibility in ensuring quality in terms of providing health and care facilities, infrastructure, curriculum, teacher training, and enhancing the teaching-learning process to some extent. However, the survey results also report that a large number of children enter school at the age of six years with inadequate school preparedness which results in a higher probability of dropouts at early primary classes due to low learning levels (EYE Guidelines Draft, NCERT 2018). The draft also highlights the lack of national-level standard pattern for pre-primary program which is flexible and adaptable in different contexts.

In India, there are various models of Early Childhood Education like:

- Anganwadi's under ICDS program
- Stand alone Pre-schools run by individuals, NGO's, Voluntary Organisations
- Pre-school chains (private)
- Preschools attached to Government/Private schools

These setups are working hard to see to it that a smooth transition for early years education takes place. The essentials for providing quality early years education are given in detail by NCERT in its draft "Guidelines for EYE program" which should be followed by every early learning setup.

There are vast differences with respect to the social, cultural, linguistic, geographic, and economic aspects among the people of India. Children growing up in India are characterized by the social, cultural, and economic status of the family they are born into. Regardless of these potential barriers, it is the right of every child to have equitable opportunities to build on their unique individual strengths. The National Institute of Child Health and Development conducted various studies on the developmental trajectories based on the child care they received. Results show that many children are vulnerable to low-quality care, especially children from poor families. Studies also reveal that children coming from low-income families can have better school success, lower juvenile crime, higher graduation rates, decreased need for special education services, and lower adolescent pregnancy rates if they are provided with high-quality, intensive early care and education (Schuyler Center for Analysis and Advocacy, policy brief 2012). On the other hand, the policy also highlighted the harmful effects of low-quality care on language, social-development and school performance especially for the children who have fewer resources available to them.

Talking about the positive and negative effects of quality care for children, we need to understand three things, Access, Affordability, and Quality. In India, the Government approved the National Early Childhood Care and Education (ECCE) Policy in 2013. The policy caters to all children under 6 years of age and commits to universal access to quality early childhood education. MWCD is responsible for the ICDS program which is a centrally sponsored and state-administered ECCE program and covers around 38 million through a network of almost 1.4 million anganwadi centers. Despite the recognition and importance, the challenges in implementation still remain (UNICEF, India). These results are substantiated by the India Early Childhood Education Impact

Study (IECEI) which reveals that 7 out of every 10 sampled four-year-olds already attend a preschool program. Thus, Access is no longer the main issue, the focus is on ensuring the quality of services that these institutions provide while also ensuring access for yet unreached.

### **What is meant by ‘Quality’?**

According to the National Association for the Education of Young Children (NAEYC), it is described as providing a safe, nurturing environment that promotes physical, social, emotional, and cognitive development while responding to the needs of the families. It implies that such programs depend on the quality of teacher-child interactions.

National Association of Child Care Resource and Referral Agencies (NACCRRA) defines it as “High-quality child care is a safe, clean and engaging place where parents can partner with trained professionals in order to help nurture and develop their children intellectually, emotionally and physically”.

### **How to measure Quality?**

Quality indicators include Process and Structural measures. Process measures use standardized tools to measure quality. Some of them are:

- Infant/Toddler Environment Scale (ITERS)
- Early Childhood Environment Rating Scale (ECERS) – for children of age 3 to 5
- Family Day Care Rating Scale (FDCRS)

Each of the above scales has 6 subscales describing specific features of a program:

- Space and furnishings
- Basic care routines
- Language development
- Social development
- Learning activities
- Provision for adult needs

Structural measures examine caregiver characteristics such as education and training, adult-to-child ratios, and class size. Positive teacher-child interactions are also an important measure of a high-quality learning environment.



## **Ways to Improve Quality in Early Care and Education**

The Classroom Assessment Scoring System (C.L.A.S.S) is another observational assessment tool that evaluates three domains of teacher-child interactions: emotional support, classroom organization, and instructional support. Much emphasis is laid on the staff of any program as quality care can be provided if only the staff knows how to provide it. New York's core body of knowledge outlined six core competencies for early childhood educators. These competencies concentrate on developmentally appropriate and individualized learning rather than a one-size-fits-all approach to professional development. The competencies are

- Child Growth and Development
- Family and Community Relationships
- Observation and Assessment
- Environment and Curriculum
- Health, Safety and Nutrition
- Professionalism and Leadership
- Administration and Management

According to the National Institute for Early Education Research (NIEER), they mentioned 10 quality factors; 4 of the 10 criteria are related to the qualifications and ongoing professional development of teachers (Barnett, Hustedt, Robin, & Schulman, 2004). Clearly, the need to ensure the best teachers possible in our nation's early childhood programs has become a central focus of policymakers and researchers alike.

Young children need quality early learning experiences to develop, learn, grow, and flourish fully. Developmentally appropriate early learning experiences/ opportunities at preschool are to be provided to every child which helps to promote the child's school readiness and also paves the way for a smooth transition into formal learning. Eboni (2015) in his study "What Matters Most for Children: Influencing Inequality at the Start of Life" reports that there is strong empirical evidence emphasizing the importance of quality education and environments, stimulating and stable settings, and supportive relationships for positive development and well-being of children.

The India Early Childhood Education Impact Study (IECEI) in its key policy recommendations emphasized the need for instituting an effective quality regulation or accreditation system for early

childhood care and education as recommended in the National Early Childhood Care and Education Policy (2013).

Rigorous licensing regulations and regular monitoring of programs are essential. Efforts should target improvements in the quality and content of early childhood education preparation programs; opportunities for supervised internships and student teaching; ongoing professional development that is rigorous and relevant; compensation parity; and coaching, consultation, and mentoring that facilitates the application of new knowledge to everyday practice. A strong and wide network should be established across the early childhood settings which are critical for promoting quality early care and education programs that can meet the full range of children's and families' needs.

# A Study on The Relationship Between Self- Concept and Self- Acceptance Among Secondary School Students

Syeda Hajera Fatima

## Abstract

*Self-concept and self-acceptance are two psychological concepts that refer to a person's view of himself or herself. During adolescence, adolescents continue to develop their self-concept and often compare themselves to what society, religion, or their parents expect of them, which affects their self-acceptance. Dr. Raj Kumar Saraswat's Self-Concept Scale and Dr. S. B. Kakkar's Self-Acceptance Scale were used to assess the relationship between self-concept and self-acceptance of 100 secondary school students from 9<sup>th</sup> and 10<sup>th</sup> class of Hyderabad. The data was interpreted using statistical procedures mean, standard deviation and standard error were calculated for entire sample with respect to all the variables. Correlation and independent samples t-test were also conducted in order to test the hypotheses. Statistical measures and bar graphs were also used to analyze the data. The study revealed that there is a negative correlation between self-concept and self-acceptance among secondary school students. The study also revealed that there is no significant difference in the self-concept among boys and girls of secondary school but there is a significant difference in the self-acceptance among boys and girls of secondary school. Thus, the study can help parents and teachers understand the extent to which the need for self-concept and self-acceptance is important in the life of secondary school students.*

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**Key words:** Psychological Concepts, Adolescence, Self-Concept, Self-Acceptance, Statistical Measures, Secondary School Students.

## Introduction:

**Self-concept:** "What I am looking for is not out there. It is in me."- Helen Keller

The self-concept is a person's general knowledge or perception of who he or she is; the ultimate answer to the question, "Who am I?" It is the idea or mental picture one has of oneself and one's strengths, weakness, status, etc. In other words, it is the self-image. Self-concept has been defined as a multidimensional construct depicting self-perceptions in specific domains (Marsh, 1990; Marsh & Craven, 2006; Shavelson, Hubner, & Stanton, 1976).

Self-concept develops throughout a person's lifespan and is influenced by many factors. According to Carl Rogers, a person with a healthy self-concept primarily has a congruent self-image and an

ideal self. This congruence allows for a healthy sense of self-worth, which in turn leads to a fully functioning individual who strives for self-actualization.

### **Self-Acceptance:**

Self-acceptance is defined as “an individual’s acceptance of all of their attributes, positive or negative.” When we’re self-accepting, we embrace every part of ourselves, not just the “positive” things! Self-acceptance is unconditional—you can recognize weaknesses, but still fully accept yourself. To be self-accepting is to feel satisfied with who you are, despite flaws and regardless of past choices.

### **Significance of the Study:**

Self-concept is who we think we are, the picture we have of ourselves, plus the picture we think others have of us. Self-concept plays an important part in our overall wellness. It affects the ways we look at our body, how we express ourselves and interact with our friends, and it even influences how we make decisions. Self-acceptance allows you to understand and acknowledge your character traits and habits, which will lead you away from comparing yourself to others. Self-acceptance means being in control of your life, which will leave you feeling empowered and confident. The main aim of the study is to understand the difficulties faced by secondary school students in understanding themselves and accepting themselves.

### **Statement of the Problem**

“A Study on The Relationship Between Self-Concept And Self-Acceptance Among Secondary School Students”.

### **Objectives of the Study:**

- To study the self-concept among boys and girls of secondary schools.
- To study the self-acceptance among boys and girls of secondary schools.
- To study the relationship between self-concept and self-acceptance among secondary school students.

### **Hypotheses:**

- There is no significant difference in the self-concept among boys and girls of secondary schools.
- There is no significant difference in the self-acceptance among boys and girls of secondary schools.
- There is no significant relationship between self-concept and self-acceptance among secondary school students.

### **Review of Literature:**

**Malhotra. A (2020)** A study was undertaken to investigate the Level of Self-concept among total and different sample subgroups. The results revealed that Level of Self-concept was vary among total and different sample subgroups and there was significant impact of gender and there was no significant impact of types of school on Self-concept of school students of Ranchi town.

**Bhat. S.A (2019)** A study was conducted to find out the relationship between classroom environment and self-concept of secondary school students. The findings of the study concluded that there is a positive and significant relationship between classroom environment and self-concept of secondary school students of Kashmir.

### **Research Methodology**

Comparative and Correlational Research Design is used in the present study.

#### **Population**

The population of this study comprises of the students of secondary schools of Hyderabad, Telangana State

#### **Sample**

Simple Random sampling method is used to draw the sample from the population. The total sample for the study comprises of 100 students (50 boys and 50 girls) of IX and X standard of private, English medium secondary schools of Hyderabad district, Telangana State.

#### **Tools used for the study:**

Tools that were used in the present study were as follows.

1. Self-Concept Questionnaire (S C Q)
2. Kakkar Self-Acceptance Inventory (KSAI)

**Statistical Analysis:**

Mean, standard deviations and standard errors were calculated for the entire sample with respect to all variables. In order to test the hypotheses, independent sample t- Test and correlation were applied. Statistical Measures and Bar- graph were also used to analyze the data.

**Data Interpretation:**

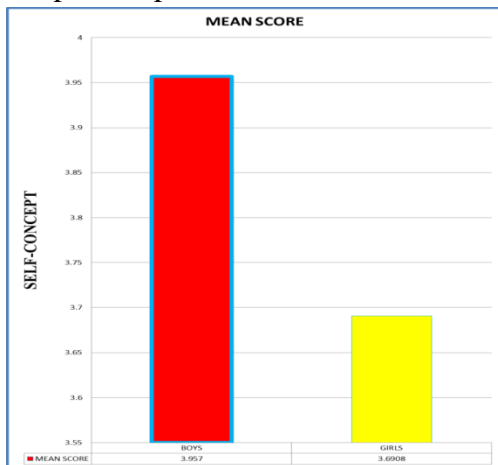
**Hypotheses Testing-I.**

Ho: There is no significant difference in the self-concept among boys and girls of secondary schools.

Secondary school students	N	Mean	Standard Deviation	Standard Error
Boys	50	3.957	0.327509152	0.046316789
Girls	50	3.690	0.32908556	0.46539726

Table 1: Shows the difference in the self-concept among boys and girls of secondary school.

Graph-1: represents mean of self-concept among boys and girls of secondary school



n	df	$\alpha$	't' cal	't' critical	Significant
100	98	0.05	4.107	1.984	0.00

**Table 2:** Shows that there is significant difference in the self-concept among boys and girls of secondary schools.

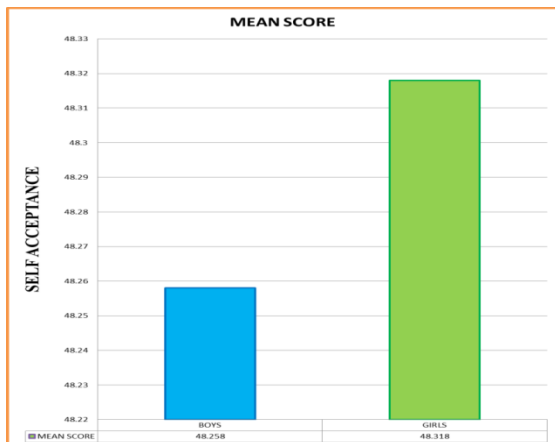
**Hypothesis Testing-II.**

Ho: There is no significant difference in the self-acceptance among boys and girls of secondary schools.

Secondary School Students	N	Mean	Standard Deviation	Standard Error
Boys	50	48.258	0.278545786	0.039392323
Girls	50	48.318	0.316672753	0.04478429

**Table 3:** Shows the difference in the self-acceptance among boys and girls of secondary school.

Graph- 2: Represents Mean of Self-Acceptance Among Boys and Girls Of Secondary School



n	df	$\alpha$	't' cal	't' critical	Significant
100	98	0.05	-1.016	1.984	0.00

Table 4: Shows that there is no significant difference in the self- acceptance among boys and girls of secondary schools.

**Hypothesis Testing –III**

Ho: There is no significant relationship between self-concept and self-acceptance among secondary school students.

Table 5: Shows the level of self-concept and self-acceptance among secondary school students

SECONDARY SCHOOL STUDENTS	N	MEAN	STANDARD DEVIATION	STANDARD ERROR
Self-concept	100	3.823	0.35296692	0.035296692
Self-acceptance	100	48.288	0.298237245	0.029823725

Table 6: Shows that there is a Significant Point bi-serial relationship between Self-Concept And Self-Acceptance Among Secondary School Students.

Correlations

		Self-concept	Self-acceptance
Self-concept	Correlation	1	-.302**
	Sig. (2-tailed)		.002
	N	100	100
Self-acceptance	Correlation	-.302**	1
	Sig. (2-tailed)	.002	
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Interpretation:** From the above table  $r = -0.302$ , this means there is negative correlation between self-concept and self- acceptance among secondary school students

**Educational Implications:**

- The findings in this study have contributed to the understanding that self-concept and self-acceptance are dependent on one another, which means if the students understand who they are, it will be easy for them to accept themselves.
- Self-concept provides a significant base to understand self, which refers toward students' better performance in their study and Self-acceptance helps students in realizing that failure doesn't define them and is always a learning opportunity on the path to success.



- Parents should have good relationship with their children as it lays the foundation for the child's personality, life choices and overall behavior.
- Self-acceptance is the basis for achieving joy, peace and contentment. Teachers should help students in understanding their self-worth and help them in accepting their true self rather than the ideal self, this will not only make them confident but helps in creating positive environment in classroom

### **Conclusion:**

The findings revealed that there is a significant difference in the self-concept among boys and girls of secondary school, as calculated t value that is 4.107 is greater than t critical value that is 1.984. It also revealed that there is no significant difference in the self- acceptance among boys and girls of secondary school, as calculated t value that is -1.016 is less than t critical value that is 1.984, this shows that the self-concept of boys and girls varies from one another but self-acceptance remains same.

The major finding of the study whose data was calculated in SPSS using correlation method, revealed that there is negative, correlation between self-concept and self- acceptance among secondary school students, as calculated p value = 0.00 is less than tabulated p value = 0.05. Negative correlation means if the self-concept among students increases self-acceptance decreases and vice versa.

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# **Psychological Perspective on Developing ICT Skills to Enhance Quality in Teacher Education**

**Noor Ul Huda**

## **Abstract**

*This research presents a systematic literature review conducted to explore the psychological impacts of developing ICT skills in teacher education. A total of 15 peer reviewed articles published in English from 2010 to 2023 were included in the review, which aimed to categorize the positive and negative psychological impacts of using ICT in education on both students and teachers. The review identified potential benefits of integrating ICT in education, such as increased engagement, motivation, and self-efficacy for students, as well as increased job satisfaction, a sense of empowerment, and professional development opportunities for teachers. However, the review also highlighted the potential negative impacts of using ICT, such as increased stress and anxiety associated with learning and implementing new technologies. The findings of the review provide valuable insights into the psychological impacts of developing ICT skills in teacher education, which can inform the design of effective training and professional development programs for teachers.*

## **I. Introduction**

The use of Information and Communication Technology (ICT) in teacher education is becoming increasingly important in enhancing the quality of education. However, developing ICT skills among teachers can be challenging, and it is essential to consider psychological perspectives in this process. From a psychological perspective, the development of ICT skills requires an understanding of the cognitive and affective processes involved in learning and the social and cultural contexts in which learning occurs. This paper aims to explore the role of psychological perspectives in developing ICT skills among teachers in enhancing the quality of teacher education.

The integration of Information and Communication Technology (ICT) skills in teacher education can have a positive impact on the quality of teacher education. This is because ICT skills can enhance the effectiveness of teaching and learning processes and can also facilitate communication and collaboration among teachers and students.

One study conducted by Kılıç-Çakmak and Kocakoyun (2017) investigated the impact of ICT training on pre-service teachers' perceptions of their ICT competencies and their attitudes towards

using ICT in teaching. The results showed that the ICT training positively impacted the pre-service teachers' self-efficacy in using ICT tools and their attitudes towards ICT integration in teaching.

Another study by Pektaş and Kocakaya (2018) examined the effect of ICT integration on the academic achievement of teacher candidates. The findings revealed that ICT integration significantly increased the academic achievement of teacher candidates and improved their attitudes towards ICT use in teaching.

Moreover, according to UNESCO (2011), the use of ICT in teacher education can also support the development of a more learner-centered approach to teaching and learning, where students can actively participate in the learning process and teachers can provide personalized learning experiences.

## **II. Review of Literature**

Heikkilä and Niemi (2012) explored the role of emotions in the professional growth of university teachers as they developed ICT skills in a technology-enhanced learning environment. The authors found that teachers' emotional experiences played a significant role in their professional growth and the success of their use of technology in teaching. The study highlights the importance of considering the psychological impact of ICT training programs on teachers. As teachers learn new ICT skills, they may experience feelings of frustration, anxiety, or fear of failure. These emotions can negatively affect their motivation to continue learning and using ICT in the classroom. Therefore, ICT training programs should consider teachers' emotional experiences and provide support to help them manage their emotions while developing their ICT skills. In conclusion, the psychological impact of developing ICT skills in teacher education cannot be overlooked. It is essential to consider teachers' emotional experiences and provide support to help them develop their ICT skills successfully.

Al-Faki and Abakar (2020) conducted a systematic review of the role of ICT in improving the quality of education in Sudan. The authors found that ICT has the potential to enhance education quality by providing teachers with resources and tools to improve their teaching methods.

Bossu, Brown, and Bull (2012) reviewed the role of open educational resources (OERs) in promoting social inclusion in Australia. The authors found that OERs have the potential to enhance education quality by providing teachers with access to high-quality, free resources that they can use in their teaching.

Elen and Clarebout (2013) conducted a literature review on ICT in teacher education. The authors found that ICT can enhance education quality by providing teachers with new tools and methods for teaching and learning.

Kahiigi, Ekenberg, Hansson, and Tusubira (2014) conducted a literature review on ICT for education in East Africa. The authors found that ICT can enhance education quality by providing

teachers with access to new technologies and resources.

Kirschner and van Merriënboer (2013) conducted a literature review on the role of educational technology in teacher education. The authors found that ICT can enhance education quality by providing teachers with access to new tools and resources.

Laurillard (2012) conducted a literature review on the use of ICT in teaching and learning. The author found that ICT can enhance education quality by providing teachers with new tools and methods for teaching and learning.

### **III. Methodology:**

A systematic literature review was conducted to identify relevant articles, which were then analyzed to extract information related to the positive and negative psychological impacts of using ICT in education.

The search was conducted in several electronic databases, including PsycINFO, ERIC, and Education Source, using keywords such as "ICT skills," "teacher education," "psychological impacts," "technology integration," and "academic outcomes." Only peer-reviewed articles published in English from 2010 to 2023 were included in the review.

After screening for eligibility, a total of 15 articles were included in the analysis. The articles were then reviewed and categorized according to the positive and negative psychological impacts of developing ICT skills in teacher education, as well as the impacts on both students and teachers.

The findings of the review were synthesized and presented in a comprehensive manner, highlighting the potential benefits and drawbacks of integrating ICT in education from a psychological perspective. The limitations of the review include the exclusion of non-English language articles, the narrow search period, and the possibility of bias in the selection and interpretation of articles.

Despite these limitations, the review provides valuable insights into the psychological impacts of developing ICT skills in teacher education and can inform the design of effective training and professional development programs for teachers.

### **Objectives:**

- To understand the set of ICT skills that are required to enhance the quality of teacher education
- To analyze both positive and negative psychological impacts of ICT in the quality of teacher education.

### **Research Questions:**

- What is the set of ICT skills that are required to enhance the quality of teacher education?
- How psychologically ICT skills will impact the quality of teacher education?

### **Findings and Discussion:**

Developing ICT skills in teacher education can have various psychological impacts on teachers, including enhancing self-efficacy and motivation, causing anxiety, changing attitudes toward technology, and increasing social support. Therefore, it is important to consider psychological perspectives in ICT training programs to ensure that teachers' psychological well-being is taken into account while enhancing their ICT skills.

### **Skills Required**

Essential for teachers to possess a set of skills that allow them to work efficiently with Information and Communication Technology (ICT). According to research, the following set of skills is necessary for teachers to be proficient in ICT:

1. **Basic Computer Skills:** This includes the ability to use computers for tasks such as word processing, email, and internet browsing. (Kozma, 2008)
2. **Technical Skills / Educational software:** Teachers need to be able to operate various digital tools and software, such as multimedia authoring tools, online collaboration platforms, learning management systems virtual learning environments (VLE), and educational apps that can be used to deliver course content, engage students, and assess learning outcomes. (Ertmer & Ottenbreit-Leftwich, 2010)
3. **Pedagogical Skills:** Teachers must have the ability to integrate technology into their teaching practices effectively. This includes the ability to design technology-enhanced lesson plans, assess student learning, and provide feedback. (Koehler & Mishra, 2009)
4. **Content-Specific Skills:** Teachers must have a thorough understanding of their subject matter and how to teach it using digital tools. This includes the ability to create and deliver subject-specific digital content. (Fraillon et al., 2014)
5. **Information Literacy:** Teachers must have the ability to evaluate and critically analyze digital information. This includes understanding how to search for, evaluate, and use digital resources ethically and effectively. (Fraillon et al., 2014)
6. **Online communication skills:** Teachers should have skills in online communication such as using online discussion forums, video conferencing tools, and email to communicate with students, colleagues, and parents.
7. **Digital assessment and evaluation:** Teachers need to have skills in digital assessment and

evaluation such as using online quizzes, rubrics, and feedback tools to assess student learning outcomes.

**8. Data management:** Teachers need to have skills in managing data such as creating and managing databases, analyzing data, and using data to inform their teaching practices. 9.

**Digital citizenship:** Teachers need to have skills in digital citizenship such as teaching students about online safety, privacy, and responsible use of technology.

### **Psychological impact**

Developing ICT skills in teacher education can have various psychological impacts on teachers, which can ultimately impact the quality of education. Some of the psychological impacts are:

#### **Positive Impact using ICT:**

- **Self-efficacy:** Developing ICT skills can enhance teachers' self-efficacy, which is their belief in their ability to perform a task successfully. As teachers become more proficient in using ICT, they may feel more confident in their abilities, which can lead to increased motivation to use technology in their teaching and improve teaching effectiveness.
- **Motivation:** ICT training can increase teachers' motivation to learn and use technology in their teaching. As teachers become more proficient in using technology, they may experience a sense of achievement and satisfaction, which can further enhance their motivation to integrate technology in their teaching.
- **Attitudes:** Developing ICT skills can change teachers' attitudes towards technology, making them more receptive to using technology in their teaching. For example, teachers who were previously resistant to using technology may develop a more positive attitude toward it after receiving training and support.
- **Social support:** The process of developing ICT skills can also impact teachers' social support networks. Collaborating with peers or receiving support from technology experts can enhance teachers' sense of social connectedness and support, which can contribute to their overall well-being and motivation to use technology in their teaching.
- **Increased Job Satisfaction:** The incorporation of ICT into teaching practices can lead to increased job satisfaction among teachers. The ability to use technology to enhance teaching practices can help teachers feel more fulfilled and effective in their roles (Kochhar, 2016).
- **Sense of Empowerment:** Using ICT tools can help teachers feel more empowered and in control of their instructional practices. By providing greater flexibility in teaching methods and content delivery, technology can help teachers feel more confident in their abilities to meet the needs of their students (Kochhar, 2016).
- **Professional Development Opportunities:** Using ICT tools can provide opportunities for

professional development, such as attending webinars or online training sessions. This can help teachers stay up-to-date with the latest technologies and teaching practices, which can ultimately improve the quality of their instruction (Kochhar, 2016).

### **Negative Impact using ICT**

- **Fear of technology:** Some teachers may experience anxiety or fear about using technology in their teaching, which can lead to avoidance or resistance towards incorporating it in their lessons.
- **Increased workload:** Learning new technology tools can be time-consuming, which can add to the already demanding workload of teachers.
- **Burnout:** The pressure to integrate technology into their teaching practices can lead to burnout and stress for some teachers, especially if they feel that they are not able to keep up with the latest tools and trends.
- **Frustration with technology:** Some teachers may struggle with using digital tools to search for and access ICT content, which can be frustrating and lead to negative feelings towards technology.
- **Eye strain and vision problems:** Staring at a computer or mobile screen for extended periods can cause eye strain, dry eyes, and other vision problems.
- **Poor posture:** Spending long periods sitting in front of a computer can lead to poor posture, which can cause neck and back pain.
- **Sleep disturbances:** The blue light emitted by screens can disrupt sleep patterns, leading to difficulty falling asleep and poor sleep quality.
- **Repetitive strain injuries:** Repetitive motions such as typing or using a mouse can lead to repetitive strain injuries, such as carpal tunnel syndrome.
- **Anxiety:** Developing ICT skills can also lead to anxiety, especially for those unfamiliar with technology. The fear of technology failure, lack of technical support, or concerns about losing control of their classroom can cause anxiety in some teachers, which can ultimately impact their ability to effectively integrate technology into their teaching.

### **Coping Strategies to remove the negative impact:**

To mitigate these negative effects, it is important to take breaks, stretch, and practice good posture when using technology for extended periods. Additionally, using blue-light filters, adjusting the brightness of screens, and taking regular breaks can help reduce eye strain and improve sleep patterns. Lastly, using ergonomic equipment, such as chairs and keyboards, can

help prevent musculoskeletal disorders and promote good posture.

### **Conclusion:**

Developing ICT skills in teacher education can have significant psychological impacts on both teachers and students. While there may be some negative impacts, such as increased stress and anxiety associated with learning and implementing new technologies, the positive impacts are numerous.

For students, the incorporation of ICT tools can enhance engagement, motivation, and self-efficacy, which can ultimately improve academic outcomes. For teachers, the use of ICT can lead to increased job satisfaction, sense of empowerment, and professional development opportunities.

Therefore, it is important for teacher education programs to prioritize the development of ICT skills in their curricula, providing teachers with the knowledge and resources they need to effectively integrate technology into their teaching practices. By doing so, we can enhance the quality of education and better prepare students for success in an increasingly digital world.

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# **A Correlational Study Between Loneliness and Emotional Competence Among Adolescents**

Sayyada Zaina Sayeed

## **Abstract:**

*The present research aimed to study the relationship between engineering students' level of loneliness and emotional competence. In the study all the participant students exclusively belonged to Muffakham Jah College of Engineering and Technology in Hyderabad, Telangana. Sample consisted of 110 students who were selected using simple random sampling. This result was supported using Descriptive Statistics, Pearson Product Moment Correlation and Independent Sample t-test. The finding of the study revealed that most students had a moderately high degree of loneliness and an average level of emotional competency, and negative correlation relationship existed between these two variables. The findings suggest that addressing the loneliness issue among adolescents may help students to regulate their emotional competency.*

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**Keywords:** Loneliness, Emotional Competence, Adolescents.

## **Introduction:**

Loneliness is considered a serious social problem and a public health issue. It refers to a negative expression of feelings that can manifest in people of all ages. It is experienced differently by people and arises when there is a gap between the intimacy achieved by the individual and the idealized one. An essential component of youths' successful development is learning to appropriately respond to emotions, including the ability to recognize, identify, and describe one's feelings. Better accuracy in processing others' emotions relates to youths' ability to successfully interact with their peers and is associated with better academic adjustment (Eisenberg et al., 1999; Halberstadt et al., 2001).

## **Significance of the Study:**

Emotional competence is an essential social skill which recognizes, interprets and responds constructively to emotions in one and others. It can be included as a life skill. It ensures the emotional and social well-being of the person. Life skills are competencies that help people function in their environment. According to WHO, life skills are abilities that facilitate the physical, mental and emotional well-being of an individual. Since emotional competence is a part of emotional wellbeing, it can also be considered as one of the important life skills.

## **Statement of the Problem**

A Correlational study between Loneliness and Emotional Competence among Adolescents.

## **Literature Review:**

**Gürses, A. et al. (2011)** examined the relation between the level of loneliness of the students who have attended at four state high schools and the various variables such as school, sex, accommodation types and academic achievement. A significant relation is found between loneliness and sex at 0.05 significant levels. The levels of loneliness of girls are more than men.

**Dr. Nitu Kaur & Vesper Lalrinawma (2020)** conducted research aimed to study the relationship between secondary school students' level of emotional competence and their test anxiety. The finding of the study revealed that most students had a normal level of emotional competencies and also a normal level of test anxiety, and a negative but non-significant relationship existed between these two variables.

## **Objectives:**

- To assess the Loneliness of Adolescents.
- To assess the Emotional Competence of Adolescents.
- To find out the Correlation between Loneliness and Emotional Competence among Adolescents.

## **Hypotheses:**

- There is no significant difference in Loneliness among Adolescents.
- There is no significant difference in Emotional Competence among Adolescents.
- There is no significant relationship between Adolescents' Loneliness and Emotional Competence.

## **Research design:**

The research design for the study was Quantitative study with Correlational design.

## **Population:**

The population of this study comprises the students of Muffakham Jah College of Engineering and Technology in Hyderabad, Telangana.

## **Sample:**

The total sample for the study comprises a group of 110 Adolescents, with ages ranging between 16 - 19 years of Muffakham Jah College of Engineering and Technology in Hyderabad, Telangana.

## **Tools for Measurement:**

- **UCLA Loneliness Scale (Version 3)** developed by Daniel Russell (1996) is a 20-item measure that assesses how often a person feels disconnected from others.

- The Emotional Competence of the Adolescents was measured using the **Emotional Competence Scale** developed by Sharma and Baharadwaj (1995).

**Statistics:**

The obtained data was analyzed by using Mean, Standard Deviation, t-test and Pearson Product Moment Correlation of Coefficient.

**Data analysis:**

**Hypothesis Testing-I:** There is no significant difference in Loneliness among Adolescents.

	Mean	S.D.	t-value	t-critical value	df	Significance
<b>Loneliness</b>	50	11.41	9.17	1.98	109	0.05

**Interpretation:** It shows that there is significant difference in loneliness among adolescents. The obtained t value is 9.17 which is higher than the t critical value which is 1.98. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted.

**Hypothesis Testing-II:** There is no significant difference in Emotional Competence of Adolescents.

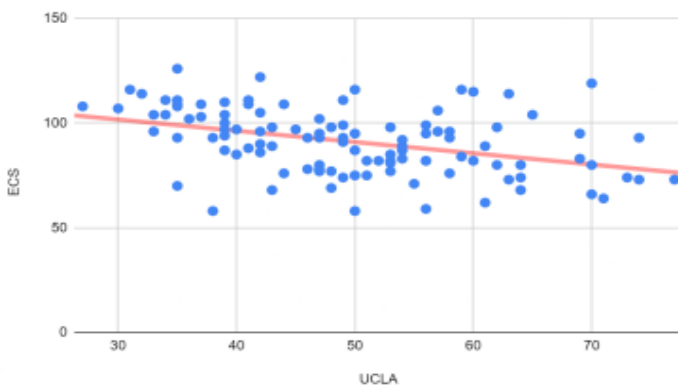
	Mean	S.D.	t-value	t-critical value	df	Significance
<b>Emotional Competence</b>	91.11	15.36	12.275	1.98	109	0.05

**Interpretation:** It shows that there is significant difference in Emotional competence among adolescents. The obtained t value is 12.275 which is higher than the t critical value which is 1.98. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted.

**Hypothesis Testing-III:** There is no significant relationship between Adolescents’ Loneliness and Emotional Competence.

Mean of UCLA Loneliness Scale for Adolescents	Mean of Emotional Competence Scale ECS for Adolescents	Pearson Correlation @
50	91.11	-0.40

**Interpretation:** It is found that there is a negative correlation between loneliness and emotional competence of adolescents.



**Graph1:** Represents Negative Correlation between UCLA Loneliness Scale and Emotional Competence Scale ECS for Adolescents.

**Conclusion:**

- The results of the data revealed that there exists a moderately high degree of loneliness among the adolescents and the majority of the sample has an average emotional competence.
- It is found that there is a negative relationship between loneliness and emotional competence of adolescents. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted.
- There exists a moderately high degree of loneliness among adolescents which results in a decrease in emotional competency which is why the majority of adolescents have an average emotional competence.

### **Educational Implications:**

- The present study strengthens the urgency of school counselors, mental health professionals and teachers to work with students regularly to give them sound training in identifying and handling their emotions.
- Efforts need to be made to decrease loneliness through various collaborative activities which increase chances of working in groups and establishing friendships and increase emotional competence by means of various curricular and co-curricular activities
- Educators should incorporate constructivist methods of teaching methods that allows students to better understand themselves and their peers as well. A multicultural education approach to teaching and learning should be followed that seeks to empower individuals so that they may function in a global society.

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# A Study On Perfectionism Among Secondary School Students

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## Abstract

*Perfectionism is a personality characteristic, which is defined as “striving for flawlessness and setting exceedingly high standards for performance, accompanied by tendencies for overly critical evaluations” (Stoeber, 2011, p. 128). Perfectionism holds themselves to impossibly high standards. They think what they do is never good enough. Some people mistakenly believe that perfectionism is a healthy motivator, but that’s not the case. Perfectionism can make you feel unhappy with your life. It can lead to depression, anxiety, eating disorders, and self-harm. Eventually, it can also lead you to stop trying to succeed. The present study explores the levels of perfectionism among the secondary school students on a sample of 161 students from two private schools. To accomplish the objectives of the study, Almost Perfect Scale was used introduced by Slaney. Chi square test was used to measure the levels. Major findings reveal that most students (51.6%) fall into the category of high perfectionism, while a smaller percentage (24.8%) fall into the category of moderate perfectionism, and an even smaller percentage (23.6%) fall into the category of low perfectionism.*

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**Keywords:** Perfectionism, Secondary School Students

## Introduction

People with perfectionism hold themselves to impossibly high standards. They think what they do is never good enough. Some people mistakenly believe that perfectionism is a healthy motivator, but that’s not the case. Perfectionism can make you feel unhappy with your life. It can lead to depression, anxiety, eating disorders, and self-harm. Eventually, it can also lead you to stop trying to succeed. Even mild cases can interfere with your quality of life, affecting your personal relationships, education, or work. Perfectionism can affect young people as well as adults. Children and teenagers are often driven to be overachievers in their schoolwork as well as activities such as sports, clubs, community service, and jobs. This can lead to an obsession with success. Ultimately, it can interfere with the ability to achieve it.

Perfectionism among students means that students set high, rigid standards and often feel upset when those standards are not met. The person who holds all the characteristics and qualities that are absolute and complete are said to be perfectionists. They do not accept their defeat or mistakes easily. Perfectionism is characterised by means of efforts to be flawless

## **Significance of the study**

This study of perfectionism among students may assist to recognize the impact of perfectionism on the students. Perfectionism can make you feel unhappy with your life. It can lead to depression, anxiety, eating disorders, and self-harm. Eventually, it can also lead you to stop trying to succeed. Even mild cases can interfere with your quality of life, affecting your personal relationships, education, or work. Perfectionism can affect young people as well as adults. Children and teenagers are often driven to be overachievers in their schoolwork as well as activities such as sports, clubs, community service, and jobs. The significance of the study is to know the level of standards of students at their school and examine their behaviour.

## **Review of Related Literature**

Atkinson 1957 review of studies suggest that perfectionistic strivings in secondary school students are related to higher levels of motivation, achievement, and well-being. The studies indicate that students who strive for perfection are more motivated but they do not address the question of whether they are more motivated by the motive to achieve success (hope of success) or by the motive to avoid failure (fear of failure). Studies have shown that hope of success and fear of failure may have contrary effects on students' achievement and task engagement and that perfectionism is related to both motives. (Frost & Henderson, 1991;Slade & Owens, 1998). In a series of studies on perfectionism negative reactions to imperfection were found to be related to fear of failure and somatic complaints. In contrast, striving for perfection was found to be related to hope of success and number of hours of training, suggesting that only striving for perfection is related to success motivation and greater engagement whereas negative reactions to imperfection are related to failure motivation and lower well-being. Consequently, it would be important to differentiate striving for perfection from negative reactions to imperfection.

## **Objectives**

- To study the levels perfectionism among secondary school students
- To study the levels of perfectionism among secondary school students with respect to gender
- To study the levels of perfectionism among secondary school students with respect to class



## Methodology

**Research Design:** Quantitative study with Explanatory design

**Sample:** Random Sampling Technique, two secondary schools with 161 students

**Tool:** Almost Perfect Scale Revised (APS-R; Slaney et al., 2001) The Almost Perfect Scale-Revised (APS-R; Slaney et al., 2001) was used to assess levels and dimensions of perfectionism. The revised version of the Almost Perfect Scale consists of 23 items to assess both adaptive and maladaptive components of perfectionism.

## Data Analysis

Based on the objectives being framed, the analysis has been done in the following way

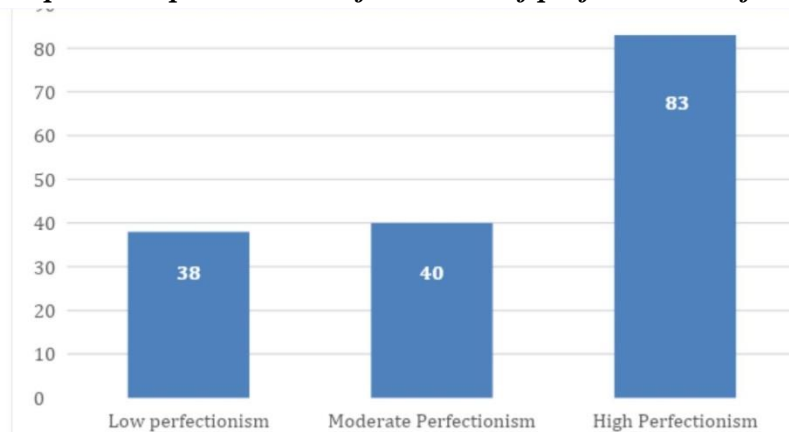
Obj. 1: To study the levels perfectionism among secondary school students

**Table 1: Level of perfectionism of Secondary school students**

*Level of perfectionism of Secondary School Students*

Level of Perfectionism	N	N%
Low perfectionism	38	23.6%
Moderate Perfectionism	40	24.8%
High Perfectionism	83	51.6%
<b>Total</b>	<b>161</b>	<b>100.0%</b>

*Graphical Representation of the Level of perfectionism of Secondary school students*



## Interpretation:

The data shows that most students (51.6%) fall into the category of high perfectionism, while a smaller percentage (24.8%) fall into the category of moderate perfectionism, and an even smaller percentage (23.6%) fall into the category of low perfectionism.

**Obj. 2: To study the levels of perfectionism among secondary school students with respect to gender**

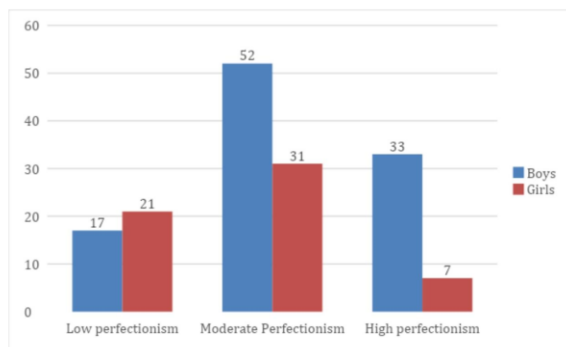
Table 2: Perfectionism levels among secondary school students with respect to gender

*Perfectionism levels among secondary school students with respect to gender*

Level of perfectionism	Boys		Girls	
	N	N%	N	N%
Low perfectionism	17	16.76%	21	35.6%
Moderate Perfectionism	52	50.9%	31	52.6%
High perfectionism	33	32.4%	07	11.8%
Total	102	100.0%	59	100.0%
Mean	34		19.6	

**Graphical Representation**

*Perfectionism levels among secondary school students with respect to gender*



**Interpretation**

The data shows that 50.9% of boys fall into the category of moderate perfectionism, while a smaller percentage 32.4% fall into the category of High perfectionism, and an even smaller percentage 16.76% of boys fall into the category of low perfectionism. Whereas for girls 52.6% of students fall under moderate perfectionism, only 11.8 % of girls fall under high perfectionism.

**Obj. 3: To study the levels of perfectionism among secondary school students with respect to class**

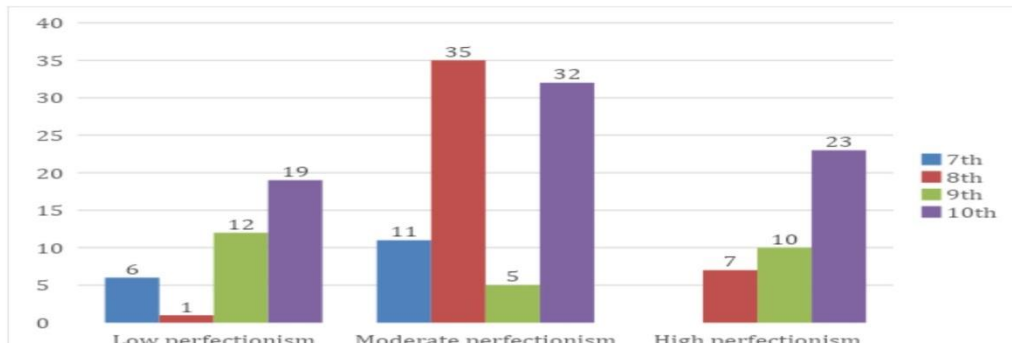
Table 3: Level of perfectionism among secondary school students with respect to Class

*Perfectionism levels among secondary school students with respect to Class*

Level of perfectionism	7 <sup>th</sup>		8 <sup>th</sup>		9 <sup>th</sup>		10 <sup>th</sup>	
	N	N%	N	N%	N	N%	N	N%
Low perfectionism	06	35.3%	01	3.3%	12	44.5%	19	25.7%
Moderate perfectionism	11	64.7%	35	80.7%	05	18.5%	32	43.2%
High perfectionism	00	00.0%	07	16.0%	10	37.0%	23	31.1%
<b>Total</b>	<b>17</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>27</b>	<b>100.0</b>	<b>74</b>	<b>100.0</b>

### Graphical Representation

*Perfectionism levels among secondary school students with respect to class*



### Interpretation

It can be inferred that levels of perfectionism vary significantly between grade levels, with 8th grade having the highest percentage of high perfectionism and 9th grade having the highest percentage of low perfectionism. Additionally, in all grade levels, moderate perfectionism is the most common, with the exception of 9th grade where high perfectionism is the most common.

### Major Findings

The data shows that most students (51.6%) fall into the category of high perfectionism, while a smaller percentage (24.8%) fall into the category of moderate perfectionism, and an even smaller percentage (23.6%) fall into the category of low perfectionism.

The data shows that 50.9% of boys fall into the category of moderate perfectionism, while a smaller percentage 32.4% fall into the category of High perfectionism, and an even smaller percentage 16.76% of boys fall into the category of low perfectionism. Whereas for girls 52.6% of students fall under moderate perfectionism. It can be inferred that levels of perfectionism vary significantly between grade levels, with 8th grade having the highest percentage of high perfectionism and 9th grade having the highest percentage of low perfectionism. Additionally, in all grade levels, moderate perfectionism is the most common, with the exception of 9th grade where high perfectionism is the most common. The mean, standard deviation, and standard error of overall perfectionism of a group of 161 secondary school students. The mean of the level of perfectionism is 121 with the standard deviation of 14.5.

## **Discussion**

The aim of this study was to know the perceptions on perfectionism among the secondary school students. Perfectionism refers to a high level of standards and flawlessness. It means that students set high, rigid standards and often feel upset when those standards are not met. The findings of this study shows that most students (51.6%) fall into the category of high perfectionism, while a smaller percentage (24.8%) fall into the category of moderate perfectionism, and an even smaller percentage (23.6%) fall into the category of low perfectionism. The data suggests that most secondary school students in this sample tend to have high levels of perfectionism. In contrast, a smaller percentage have moderate or low levels of perfectionism.

## **Suggestions for further research**

- A similar study can be conducted on graduate students or research scholars.
- A comparative study can be conducted between different types of schools, like private and government schools.
- Further research can be done to show the relationship between perfectionism procrastination and academic achievement.
- The study can be done on a large sample. This study was carried out on a sample of 160 secondary school students. It can be conducted on a large sample of 1000 and above students.

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