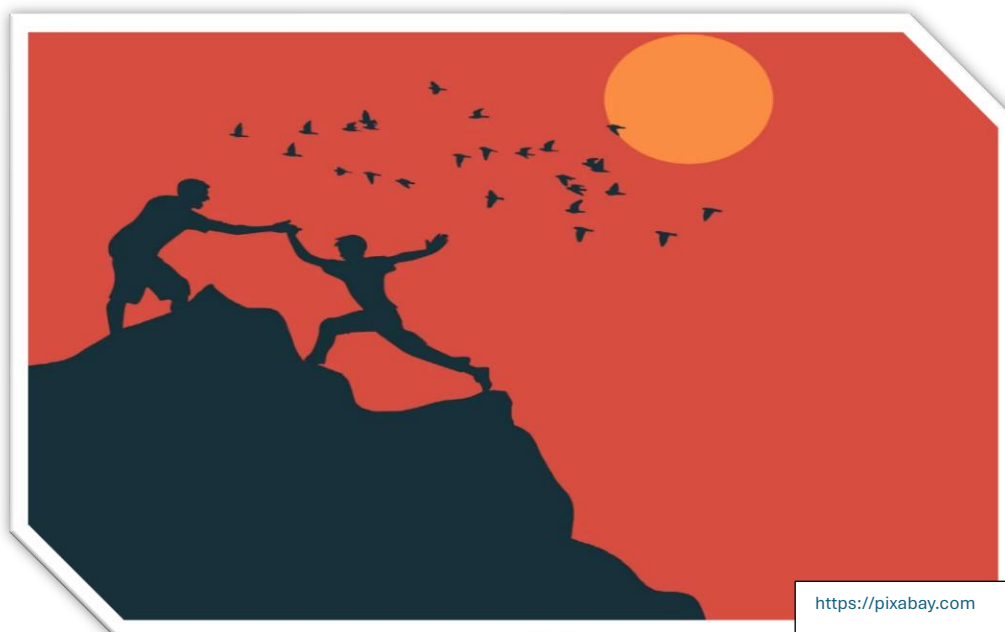




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DEPARTMENT OF EDUCATION
SIKKIM GOVERNMENT COLLEGE NAMCHI

EduQuest

A Bi-Monthly Departmental Magazine

***Representing the continuous quest for
knowledge and educational discovery.***

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**DEPARTMENT OF EDUCATION
SIKKIM GOVERNMENT COLLEGE
NAMCHI**

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QUOTE OF THE MONTH

*Giving expands the heart and removes the
creases of the heart*

-Swami Vivekananda

LETTER FROM THE HOD'S DESK

Dear Readers,

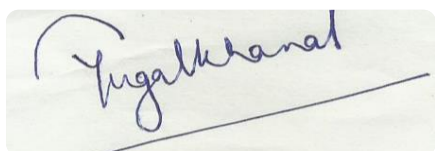
It is with immense pride and pleasure that I present to you the latest edition of our departmental magazine. As you are aware that our magazine is a Bi-monthly departmental magazine that aspires to bring out the different articles on education by the faculties and the students.

We are presenting you all the research papers of under graduate students and abstracts of the research conducted at post graduate level in our department in this current issue. This current issue is a testament to the dedication and achievements of our post-graduate students. This publication serves as a platform for our scholars to showcase their research abstracts, offering a glimpse into the innovative work being conducted within our department. Each project reflects the commitment of our students to pushing the boundaries of knowledge and contributing to the academic and professional landscape.

This research work not only enriches the academic environment within our college but also underscores our commitment to fostering a culture of continuous learning and development. These publications are a source of inspiration and guidance for students and colleagues alike, as we strive together for excellence in our field.

This magazine stands as a symbol of our collective pursuit of knowledge, innovation, and academic rigor. We hope it serves to inspire, engage, and inform our readers and to bring pride to our department and institution.

Warm regards



Dr. Yugal Kishore Khanal
Head of Department
Department of Education

EDITORIAL

Dear Readers, as we are all aware that National Education Day is celebrated annually on November 11, we honor the birth anniversary of Maulana Abul Kalam Azad, India's first Minister of Education and a visionary who championed the cause of education as the cornerstone of the nation's development. This day not only celebrates his contributions but also serves as a moment to reflect on our ongoing commitment to quality education for all.

Education in India has evolved remarkably, moving from traditional methods to embracing a more holistic and inclusive approach. The National Education Policy (NEP) 2020 stands as a testament to this progress, aiming to reshape India's educational landscape to meet global standards while respecting our unique cultural heritage. With initiatives focused on early childhood care, technology in classrooms, and vocational training, NEP strives to create a learning environment where students can develop critical thinking, creativity, and adaptability—skills essential for the future.

However, as we celebrate our strides forward, it is crucial to acknowledge the work that remains. Access to quality education is still a challenge in many parts of India, particularly in rural and underprivileged areas. National Education Day is a reminder that the true purpose of education goes beyond literacy; it encompasses empowering individuals to lead enriched lives and to become responsible, ethical citizens. This can only be achieved by ensuring that every child, regardless of background, has the opportunity to learn and grow in an environment that nurtures their potential.

As we commemorate this day, let us rededicate ourselves to Maulana Azad's vision of an educated, equitable, and progressive India. May we work together—students, teachers, parents, and policymakers—to uphold education as a means to bridge divides, inspire curiosity, and cultivate the leaders of tomorrow.

LET NO ONE STEAL YOUR DREAMS

Let no one steal your dreams
Let no one tear apart
The burning of ambition
That fires the drive inside your heart.

Let no one steal your dreams
Let no one tell you that you can't
Let no one hold you back
Let no one tell you that you won't.

Set your sights and keep them fixed
Set your sights on high
Let no one steal your dreams
Your only limit is the sky.

Let no one steal your dreams
Follow your heart
Follow your soul
For only when you follow them
Will you feel fully whole.

Set your sights and keep them fixed
Set your sights on high
Let no one steal your dreams
Your only limit is the sky.

- Paul Cookson



Research Articles

Attitude of Senior Secondary School Students towards Co-Education.

Yogesh Sharma

23NED001

Abstract

The study investigates the attitudes of senior secondary students towards co- education in Sikkim. The results show the positive attitudes towards co-education, citing benefits such as improved social skills, reduced gender bias and enhanced academic performance. However, students expressed concerns about distractions, discipline issues, and gender-based bullying. Significant differences in attitudes were found based on male and female students exhibiting more positive attitude. The study highlights the need for schools to address concerns and promote inclusive environments to maximize co-education benefits.

Keywords: *Attitude of senior secondary students, towards co-education*

Introduction

Attitude is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person. They are complex and an acquired state through experiences. It is an individual's predisposed state of mind regarding a value, and it is precipitated through a responsive expression towards a person, place, thing, or event (the attitude object) which in turn influences the individual's thought and action. Prominent psychologist Gordon Allport described this latent psychological construct as "the most distinctive and indispensable concept in contemporary social psychology. "Attitude can be formed from a person's past and present. Key topics in the study of attitudes include attitude strength, attitude change, consumer behaviour, and attitude behaviour relationships your attitude to something is the way that you think and feel about it, especially when this shows in the way

you behave. People observe a person according his/her behaviour that is also known as attitude. Showing attitude, it is generally used to mean that you behave somewhat arrogantly or disrespectfully showing off your ego. Coeducation is a system of pedagogy in which the principle of gender equality and non-discrimination based on sex is applied. Coeducation means not establishing dominance relationships that subordinate one sex to another but incorporating the realities and history of women and men on equal terms to educate on equality from the difference. This method of education overcomes the formal equality derived from mixed education (in which boys and girls are taught some curriculum, course or skill together in the same facility at the same time) in favour of a more real equality by applying the principle of gender equality and overcoming social stereotypes assimilated to differentiation by sex (Alvarez-Uria, Lasarte Leonet, & Vizcarra, Morales,

2019). Attitude of person in psychology, an attitude refers to a set of emotions, beliefs, and behaviours toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behaviour. The four basic types of attitudes and behaviours that are positive, negative and neutral Positive Attitude: This is one type of attitude in organizational behaviour. Negative Attitude: A negative attitude is something that each and every person should avoid. Neutral Attitude: A neutral attitude is impartial towards different or opposing situations or ideologies. Affective attitude: An affective attitude is a person's emotional response to something. For example, someone might be terrified of snakes, which is their affective feeling about snake.

Statement of the Problem

The present study is stated as "Attitude of Senior Secondary School Students towards Co-Education".

Objective of the Study

To study the attitude of senior secondary school student towards co-education.

To study the attitude of senior secondary school student towards co-education in relation to gender.

Hypothesis

Ho1 There is no significant differences between male and female students of senior secondary school students towards e-learning.

Ho2 There is no significant difference between the attitude of private school students towards e-learning in relate to

their stream arts (arts and commerce) and science (medical and non-medical).

Ho 3 There is no significant difference between the attitude of government school students towards e-learning in relate to their stream art (art and commerce) and science (medical and non-medical).

Delimitations of the Study

The study is delimited to, senior secondary school only.

The study is confined to the schools of south district only.

Operational Definitions

Attitude: attitude is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person. They are complex and an acquired state through experiences. Attitude is a settled way of thinking or feeling about something, truculent or uncooperative behaviour.

Senior secondary schools- senior secondary school is a secondary school that students attend in the two or three higher grades before collage. A high school where someone is a freshman, sophomore, junior and senior in 9th, 10th, 11th, and 12th grades is an example of senior high school.

Co-education- the education of pupils of both sexes together. Mixed-sex education, also known as mixed-gender education, co-education. Co-education is a system of education where males and females are educated together.

Review of Literature

Ahmad and Singh (2017) provide valuable insights into senior secondary school students attitudes towards CCE and its relationship with scholastic achievement.

While limitations exist, the study contributes significantly to the understanding of evaluation systems impact on students' outcomes. Luitel (2022) literature review highlights the significance of co-curricular activities in secondary education, emphasizing the need for supportive environments and resources to foster positive attitudes and participation among students. Sharma (2018) investigated the attitudes of senior secondary school students towards e-learning and their gender, residential background, and nature of school. The findings inform educators, policymakers, and researchers on strategies to enhance e-learning adoption and effectiveness. Das and Mandal (2021) the study highlights the potential of online education in secondary school during crises like COVID-19. However, it also underscores the need for infrastructure development, technical support, and interactive teaching methods. Mandal (2018) the study highlight the importance of physical education in secondary schools and the need for improved infrastructure and resources.

Research Gap

The study identified a research gap in the existing literature, highlighting the need for further investigation into the impact of CCE on student's scholastic achievements. The study revealed significant correlations between student's positive attitudes towards CCE and their academic performance. The study focused solely on the West District of Sikkim, leaving other districts unexplored. Future research should aim to investigate attitudes across diverse geographical locations. The study focused on a specific region, which may not represent diverse cultural, socio-economic

and geographical contexts. It examined gender, residential background and school type independently, investigating intersectional relationships (e.g., urban female vs rural male) could reveal nuanced attitude. The study focused on the pandemic period investigating attitudes post COVID-19 could reveal sustained adoption or change perceptions and to overlooked psychological influences (e.g., motivation, anxiety) on online learning attitudes. The study treated physical education as a homogeneous entity, investigating attitudes towards specific components (e.g. sports, fitness, dance) could reveal nuanced preferences.

Research Design

This study falls under the category of descriptive research. A standardized tools was used to collect data, thus a research design was adopted in order to carry out the further study. A simple random sampling techniques has been used in this research. The population of the present study comprise of all students studying in senior secondary level. The research is conducted, to study the Attitude of Senior Secondary school students towards co-Education

Major Finding

The main goal of the study was to know the attitude of senior secondary school students towards co-education. The main finding of the study is as follows: The majority of senior secondary students express a positive attitude towards co-education, believing it promotes gender equality, better social skills, and a more inclusive learning environment. Many students report that co-education has a positive impact on their academic performance, attributing it to healthy competition between genders and

diverse perspectives in classroom discussions. Students often highlight the value of interacting with the opposite sex in a structured setting, leading to improved communication and understanding of different viewpoints. A positive attitude towards co-education is often linked to a school environment that actively promotes respects, equality, and appropriate behaviour between genders. While both genders generally support co-education, female students may sometimes express concerns about potential harassment or discomfort in certain situations, leading to a slightly more nuanced perspective compared to male students.

Suggestions

Here is some suggestion on Attitude of Senior Secondary School Students towards Co-Education: Encourage open discussion about gender equality and the benefits of learning alongside peers of different genders. Conduct workshops and seminars to educate students about respectful interactions, addressing issues like harassment and discrimination. Assign projects that require students to work together in mixed gender groups, fostering cooperation and communication skills. Encourage participation in sports, clubs, and other extracurricular activities that promote teamwork and social interaction. Establish clear guidelines regarding appropriate behaviour and address any concerns promptly and effectively.

Conclusion

Educationist have now realised the benefits of co-education they are consciously working to mould a society where men and women share the work in every field. The

new educational intuitions coming up are invariably co-education's co-education removes the inhibition present in the boys when they come across member of the opposite sex, if boys and girls are brought up together in school and collages, they can talk and exchange idea freely without barriers and accept each other as human being. Co-education is perceived to enhance social skills, emotional intelligence, and academic performance. However, some students still hold traditional gender biases and stereotypes, influencing their attitude towards co-education. Overall, the study highlights the importance of understanding students attitude towards co-education to create a more effective and inclusive learning environment. By fostering positive attitudes and addressing concerns, educators can promote a culture of equality, respect, and academic excellence in senior secondary schools.

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Attitude of Teachers and Students towards Inclusive Education

Anamika Rai

23NED011

Abstract

Inclusive education, which integrates students with special educational needs (SEN) into mainstream classrooms, has gained global recognition as a crucial element in achieving educational equity. The success of inclusive education largely depends on the attitude of both teachers and students, as these attitudes influence the implementation and effectiveness of inclusive practices. The objectives of the study are to: find out the prevailing attitudes of teachers and students towards inclusive education and find out the difference between teachers and students level of attitude towards inclusive education. This review will demonstrate that while there is generally a positive attitude towards inclusive education among teachers and students, several factors such as training, resources, and personal experience significantly shape these attitudes, sometimes leading to ambivalence or resistance. The findings of the study is that the majority of teachers have positive attitude towards inclusive education and few teachers have moderately to unfavourable attitude and the majority of students have negative attitude towards inclusive education.

Key words: *Attitude, Teachers, Students, Inclusive Education.*

Introduction

Inclusive education is a philosophy that ensures all students, regardless of their differences, have the right to attend school and participate in learning. It's based on the idea that all people have inherent value and are entitled to equal access and opportunity. Inclusive education as defined by the Action Plan for Inclusive Education for Children and youth with disabilities (2005), inclusive creates a flexible and equitable learning environment that meets the diverse needs of all students particularly those with disabilities. Further APIECYD has said it focuses on removing barriers to full participation in mainstream education by

adapting teaching methods and resources. In the words of Daker world Education forum (2000), Inclusive Education as ensuring that all children regardless of background or ability have equal access to equality education in welcoming supportive and adaptive environments with a focus on eliminating exclusion and discrimination. Michael F. Giangreco (1997): "Inclusive education is a set of values, principles & practices that seeks more effective & meaningful education for all students, regardless of whether they have exceptionality labels or not". Stainback and Stainback defined inclusive education as a place where everyone is accepted,

supported, and belongs, and where their educational needs are met. They also defined inclusive education as the implementation of policies and processes that allow all children to participate in all programs. From the above definition we can conclude that the inclusive education is to integrate students with special educational needs (SEN) into mainstream classrooms.

Statement of the problem

The purpose of the present study was to investigate the “Attitude of Teachers and Students towards Inclusive Education”.

Objectives of the study

1. To find out the prevailing attitudes of teachers and students towards inclusive education.
2. To find out the difference between teachers and students level of attitude towards inclusive education.

Research hypothesis

HO1: There is no statistically significant difference in attitude of teachers and students towards Inclusive Education.

Operational definition

Inclusive Education: Inclusive education is an approach where all students, regardless of their physical, intellectual, social, or linguistic abilities, learn together in the same classroom. It focuses on ensuring that every student has access to quality education by providing the necessary support, accommodations, and teaching methods to meet their diverse needs. The goal is to create an environment where all students feel valued, respected, and able to participate fully in the learning process.

Attitude: Here in this study the investigator has used the term ‘Attitude’ in the sense that the opinions or views which were reflected by the teachers and students towards Inclusive Education.

Review of related literature

Many reviews show that teachers generally support the idea of inclusive education. The study of J. Michael, P. Anne-Laure, R. Odile. & D. Caroline (2021), A.K. Gupta. & B. Tandon. (2018), S. Singh, R.K. Singh, & S. Kumar (2020), Mohamed S. Hamid. & Nagwa Ibrahim A. Mohamed (2021), Todorovid, J. Stojiljkovic, S. Ristanic, S. & Djigic and G. (2011), H.K. Yadav & DR. D.S. Galriya (2019) found that teachers believe inclusion fosters social development among students. Additionally, teachers with training in inclusive education exhibits a low level of readiness to teach in an inclusive classroom, the attitudes of the pre-service teachers towards inclusive education were moderately positive and there was a significant difference in attitudes towards inclusive education based on the majors of the pre-service teachers (S.M. Yusoff. & A.F. Mohd Marzaini, 2021). In other hand the study of P. Nepal & Dr. P. Barman (2018) found out that the attitude of secondary school teachers towards inclusive education is being neither favorable nor unfavorable. Also the study of T. Angelin Gracy, and Dr. C. Karthik Deepa (2020) found that the majority of the students has negative attitude towards Inclusive Education as compared to positive attitude.

Research gap

Most of the studies focus on teacher attitudes in developed countries, with limited research on the attitudes of teachers

in low-resource settings or developing countries. Furthermore, while many studies explore teacher attitude in primary and secondary education and limited geographical areas and limited institutes with less number of samples, there is a lack of research addressing how senior secondary school and university level teachers perceive inclusive education, particularly in Science and Technical subjects. All the studies have included few subjects like history geography.

Despite the growing body of research on teacher's attitude towards inclusive education, there is a significant gap in understanding how teachers in low-resource, senior secondary school teachers and university level teachers, particularly in Science and Technical subjects view inclusion. Geographic limitation means that the findings may not be generalizable to other regions or states across world.

Methodology

The literature search was conducted in Google Scholar, Research Gate etc. using keywords such as "inclusive education," "education for children with disabilities," "attitude of teachers towards inclusive education" and "attitude of students towards inclusive education." Articles published between 2011 to 2022 were included, focusing on teachers and students reviewed research on inclusive education models and practices. Studies that did not involve children with disabilities or were opinion-based were excluded. The sample for this study constitutes the pre-service & in-service teachers and UG & PG students.

Major findings

The major findings of the study show that teachers generally support the idea of

inclusive education. Study by J.Michael, P.Anne-Laure, R.Odile. & D.Caroline (2021), A.K.Gupta. & B.Tandon (2018), S. Singh, R.K. Singh, & S. Kumar (2020), Mohamed S. Hamid. & Nagwa Ibrahim A. Mohamed (2021), Todorovid, J. Stojiljkovic, S. Ristanic, S. & Djigic and G. (2011), H.K. Yadav & DR. D.S. Galriya (2019) found that teachers believe inclusion fosters social development among students. Additionally, teachers with training in inclusive education exhibits a low level of readiness to teach in an inclusive classroom, the attitudes of the pre-service teachers towards inclusive education were moderately positive and there was a significant difference in attitudes towards inclusive education based on the majors of the pre-service teachers (S.M. Yusoff. & A.F. Mohd Marzaini, 2021).

Students' attitude: Students without disabilities were generally positive about the inclusion, especially when they had personal interaction with peers with disabilities. However sometimes students expressed concerns about classroom disruption or slower learning pace.

However, some of the studies like: R. Lika (2016) and P. Nepal & DR. P. Barman (2018) found that the attitude of secondary school teachers towards inclusive education is being neither favorable nor unfavorable.

Suggestion

Further studies should consider multiple variables, using mixed methods like questionnaire and interviews with focus groups. Amore diverse sample from different institutions, regions, and socio-economic backgrounds, including special needs students, should be included to gain broader insights. Research should explore

the impact of factors like school environment, teacher training, infrastructure, and cultural beliefs on attitudes towards inclusion. Comparative studies across countries and regions would help understand the role of cultural and educational differences. Additionally, studies should investigate how training programs, personal experiences with disabilities, and psychological traits like empathy influence attitudes, while emphasizing the importance of comprehensive teacher training programs designed to address a wide range of disabilities.

Conclusion

The attitudes of teachers and students towards inclusive education play a critical role in the success of inclusive practices in schools. Teachers' attitudes often reflect their experiences, training, and cultural beliefs, influencing how they approach students with disabilities. Positive attitudes are essential for creating a supportive environment where all students, regardless of ability, can thrive. However, research shows that many teachers feel unprepared to handle the challenges of inclusive education due to insufficient training or lack of resources, which can lead to negative perceptions. Factors such as school infrastructure, availability of support staff, and parental involvement further impact teachers' attitudes. A deeper understanding of how these elements shape their views is essential for improving teacher preparedness and fostering more inclusive classrooms.

Students' attitudes toward inclusive education are also critical. While many students are open to the idea of inclusion, those without disabilities may struggle to

understand the needs of their peers with disabilities, especially if schools lack adequate awareness programs. The interaction between students with and without disabilities can significantly shape perceptions, with more exposure and positive experiences often leading to more accepting attitudes. Including students' voices in research can provide valuable insights into how inclusive practices are perceived and highlight areas for improvement. Both teachers and students must be considered when designing and implementing inclusive education strategies. As their attitudes directly influence the success of these efforts.

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Mental health of Senior Secondary School Students

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Abstract

The studies reviewed explore various dimensions of mental health among school students, focusing on factors such as school type, gender, habitation, and academic stress. Ramesh Singh Bartwal (2014) highlighted a positive correlation between mental health and social intelligence, with no significant differences between rural and urban students. Satinder Kaur, Ram Niwas, and Vijay Kumar Rai (2015) found urban students to have better mental health than rural students, without gender-based differences. Murugan, P. Vel (2017) established a strong relationship between mental health and adjustment. C. Subramani and Dr. S. Kadiravan (2017) observed higher academic stress but better mental health among private school students. Dr. Meena Kumari and Nisha (2019) found that government school students showed better adjustment, while private school students exhibited higher emotional stability and overall mental health. K. M. Neeta and Dr. Divya Rani Singh (2020) reported significant gender differences in academic stress, while Nilam D. Patel (2020) found boys to have better mental health than girls, with no significant differences between academic streams. These findings offer valuable insights into how various demographic and environmental factors affect student mental health.

Key words: mental health, Students.

Introduction

The Mental Health Foundation (MHF) notes that mental health is defined by how individuals think and feel about themselves and their life, and that it affects how an individual copes and manages in times of adversity. Mental health is seen as affecting one's abilities to function and make the most of the opportunities that are available, and to participate fully with family, work place, community and peers. There is a close link between physical and mental health, as they affect each other directly and indirectly (Till et.al, 2013).

Mental and physical health both play equal role for a human health. For example

mental ill like depression increases the risk of physical health problems, particularly long-lasting conditions like diabetes, heart disease and stroke, likewise the presence of chronic conditions can increase the risk of mental illness. Causes for mental illness can be adverse childhood experiences, such as trauma or an abuse for example child abuse, sexual assault etc. Experiences of ongoing medical conditions, such as cancer diabetes or having feelings of loneliness or isolation can also lead to mental illness.

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of

health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right and it is crucial to personal, community and socio-economic development WHO (2022).

Statement of the Problem

In this paper the problem is stated as “mental health of students”. Mental health issues among students have become a growing concern globally. Studies and research reveal that a significant percentage of students experience mental health challenges during their academic journey. Awareness and understanding of mental health is alarmingly low among students, so for their understanding of mental health awareness programme is needed. The stigma associated with mental illness often prevents students from seeking help, further making it huge problem.

This study aims to know the current level of mental health awareness among students, identify the barriers to seeking help, and develop strategies to improve mental health literacy and support systems within educational institutions.

Objectives of the study

- 1) To study the mental health of the senior secondary school students.
- 2) To study the differences on mental health of students with regard to Gender, Locality and Courses.

Hypotheses

Ho1 There is no significant difference between male and female with regard to mental health.

Ho2 There is no significant difference between rural and urban students with regard to mental health.

Ho3 There is no significant between arts and commerce students in regard to mental health.

Operational definitions

Mental Health: In this study, mental health refers to the psychological well-being of students, including their emotional stability, overall adjustment, and ability to cope with life's stressors. It is measured using the *Mental Health Battery (MHB)* developed by Singh and Sengupta, which assesses various dimensions of mental health such as emotional stability, security-insecurity, and adjustment.

Significance of the study

This research is made with the aim to provide crucial information and knowledge regarding Mental Health. This research paper brings a light to the study of mental health and the importance of Mental Health in our life. By conducting a study on Mental Health, researchers aim to unveil the problems regarding mental health and how students have been affected by it. The findings of such study can have practical implication in various fields. Studying mental health helps us to develop strong relationship with others, as well as an overall sense of contentment. Good mental health also allows us to deal life challenges in daily lives.

Review of related literature

The studies on mental health among students reveal various insights. Bartwal (2014) reported no significant difference in mental health between rural and urban students but found a positive relationship

between mental health and social intelligence. Satinder Kaur, Ram Niwas, and Vijay Kumar Rai (2015) discovered no significant gender differences in mental health, though urban students fared better than rural students. Murugan, (2017) established a significant positive correlation between mental health and adjustment among higher secondary school students. Subramani and Kadhiravan (2017) noted that private school students faced higher academic stress but also exhibited better mental health compared to their government school counterparts. Kumari and Nisha (2019) found that government school students scored higher on overall adjustment and security-insecurity, while private school students showed better emotional stability and overall mental health. Neeta and Singh (2020) observed significant differences in academic stress between male and female students. Lastly, Patel (2020) found that boys had better mental health than girls, with no significant differences between arts and commerce students, though there was a notable interaction between gender and academic stream. Together, these studies highlight the varying influences of school type, gender, habitation, and academic stress on student mental health.

Research Gap

A key research gap in these studies is the lack of exploration into the long-term impact interventions on students' mental health. While these studies provide valuable insights into the current state of mental health among secondary school students, they primarily focus on descriptive analysis without investigating how targeted programs or interventions might improve specific mental health

dimensions over time. Additionally, most studies emphasize differences based on school type, gender, and environment, but do not explore the influence of socio-economic status, family background, or cultural factors on students' mental well-being. There is also limited investigation into mental health support systems within schools, such as the role of teachers, parents, and peer relationships, and how these can be leveraged to improve students' mental health. Finally, a deeper understanding of how technology, social media, and modern stressors contribute to mental health in today's digital age is needed, as these factors are increasingly influencing students but are not extensively covered in the current research.

Methodology

This study aims to examine the mental health of senior secondary school students. The design of the study is a descriptive research design. Articles published from 2014 to 2020 were included for the present study, focusing on the mental health research on secondary schools students.

In the present study the samples includes 2133 students of senior secondary schools from different parts of the India. Participants were selected using convenience sampling due to the accessibility of the schools.

Findings

Government schools students scored higher in overall adjustment and security-insecurity dimensions, while private school students showed better emotional stability and mental health. No significance differences in mental health between rural and urban students. A positive correlation between mental health and social

intelligence was found. No significant difference between male and female students, but urban students showed better mental health than rural students. A significant relationship between mental health and adjustment was identified.

Private school students experienced more academic stress but had better mental health compared to government school students. Significant differences in academic stress between male and female students, but no significant overall in stress level. Boys had better mental health than girls, and no significant difference was found between arts and commerce students in mental health.

Recommendations

Based on the findings of these studies, several recommendations can be made to improve the mental health of students. Schools, both private and government, should implement mental health programs that focus on emotional stability, adjustment, and stress management. Given the higher academic stress among private school students, there should be a particular focus on stress-reduction strategies in these settings, such as counselling services and stress management workshops. Government schools could benefit from initiatives that foster emotional resilience and mental health awareness, helping students improve in areas like emotional stability. The positive relationship between social intelligence and mental health suggests that activities promoting social skills and emotional intelligence should be integrated into the school curriculum. Gender-sensitive approaches to academic stress management are also essential, as studies indicate significant stress differences between male and female

students. Additionally, schools in rural areas should address the mental health gap between rural and urban students by providing more resources and support systems for rural students.

Suggestions of the study

Based on the findings of the studies, several suggestions can be made for future research and educational practices. First, further research should explore the underlying causes of the mental health differences between government and private school students to design targeted interventions. More longitudinal studies could provide deeper insights into how academic stress evolves over time and affects students' long-term mental health. Additionally, the relationship between social intelligence and mental health should be examined in more diverse student populations, including different age groups and educational settings, to better understand how social skills impact mental well-being. Gender differences in academic stress suggest that future studies should investigate specific stressors affecting male and female students and how these stressors can be mitigated through school policies and support systems. Furthermore, rural-urban disparities in mental health need more attention, with a focus on improving mental health resources in rural schools. Lastly, incorporating mental health education into the school curriculum and providing ongoing support for students' emotional and psychological well-being should be a priority for educational institutions.

Conclusion

Addressing the mental health of students is crucial for their overall well-being and academic success. Supportive environment,

early intervention, and accessible resources can significantly improve students' mental health. It is important for educational institutions to foster open conversations about mental health, reduce stigma, and provide necessary counseling services. By prioritizing mental health, we can help students navigate challenges, enhance their resilience, and ensure they thrive both academically and personally.

Moreover, collaboration between educators, parents, and mental health professionals is essential to identify and support students who may be struggling. Schools should cultivate an inclusive environment where students feel safe to express their emotions and seek help without fear of judgment. In conclusion, the mental health of students is a foundational aspect of their development, shaping not only their academic performance but also their future well-being and life skills. Mental health should be treated as a priority in educational settings, with sustained efforts to create a supportive and nurturing environment where every student can thrive.

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Emotional Stability of Secondary School Students

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Abstract

Emotional stability, derived from the Latin term "emotes," refers to an individual's ability to maintain a balanced emotional state and adapt to stressors. It plays a crucial role in personal and social development, influencing mental health and overall well-being. This study aims to investigate emotional stability of secondary level students, focusing on potential differences between genders. The findings reported there is no significant relationship was found between emotional stability and educational adjustment in secondary school students. Low emotional stability in 76.7% of adolescents, while found no significant link between emotional stability and educational adjustment and identified a significant relationship between emotional stability and academic achievement.

Key words: Emotional stability, Students, Secondary School

Introduction

The term Emotion is derived from the Latin word Emotes which means "mover," to move" or to put in motion. In Psychology, the word emotion is used to describe a state of excitement in the organism. Emotion is complex set of interactions among subjective and objective factors, mediated by neural hormonal system, which can give rise to affective experience such as feelings of arousal, pleasure, displeasure; generate cognitive process such as emotionally relevant perceptual effects, appraisals, labelling processes; activate widespread physiological adjustments to the arousing conditions and lead to behaviour that is often, but not always expressive, goal directed, and adaptive. Emotions play an important role in life and contribute to the personal and social development of an individual. Continuous emotional disturbance affects the individual's growth

and development and gives rise to mental, physical, social and other problems. It hampers intellectual training. On the other hand, an emotionally stable individual leads a happy, healthy and peaceful life. He is at ease with himself, his surroundings and other fellow beings. (Chaubey, 2017)

Emotional stability comes under the umbrella of emotional intelligence. Emotion is "a strong reaction developed from one's circumstances, mood, or relationships with others." Emotions are responses to significant internal and external events. In today's turbulent environment full of challenges, it is important to maintain emotional stability for performing effectively in life. When we are showing balance and stable emotions in different circumstances of life is called emotional stability. (Gujral, 2021)

Emotional stability is nothing but the steady state of mind even in the situations of stress

and emotional outburst. Being emotionally stable and steadiness are some of the characteristics of emotional stability. Emotional stability is a chain reaction in which personality regularly strives for a greater state of mental health. Emotional stability is not only the effective factor of personality patterns but it also helps to keep in control the growth of adolescent's growth. A person who is capable of keeping his emotions stable even in the tough corners might be emotionally childish in their behaviour. (Kumaravelu, 2018)

Operational definition

Emotional stability: Emotional stability refers to an individual's ability to maintain a balanced emotional state and respond adaptively to stressors. An operational definition could be: "Emotional stability is the trait characterized by a consistent emotional state, resilience to stress, effective emotion regulation, and a positive outlook, as measured through self-report questionnaires, behavioural observations, and physiological responses to stress."

Statement of the problem

The purpose of the present study was to investigate the "Emotional stability of senior secondary school students".

Objectives of the study

1. To find out the emotional stability of secondary level students.
2. To find out the difference between girls and boys students.

Research Hypothesis

HO1: There is no significant relationship was found between emotional stability and educational adjustment in secondary school students.

HO2: There is no significant relationship was found between the emotional stability of junior high school students and various parenting techniques.

Review of related literature

Wisnusakti (2022) most adolescents (76.7%) at Al-Azhary Junior High School had low emotional stability, while 23.3% showed high emotional stability. Devi & Bhawana (2021) no significant relationship was found between emotional stability and educational adjustment in secondary school students. Tripathy (2019) Non-orphan adolescents generally had higher emotional stability than orphans. Among orphans, girls had higher emotional stability than boys. Kumaravelu (2018) a significant relationship was found between emotional stability and academic achievement, with differences noted based on gender, locality, and management type. Jinalee & Singh (2017) emotional stability was not significantly related to age or work experience. Smita (2017) children in Sultanpur had average emotional stability, with boys showing slightly higher levels than girls. Chaudhry (2016) job stress negatively correlated with job performance, while emotional stability and motivation played mediating and moderating roles. Bhati & Usha (2016) no significant relationship was found between the emotional stability of junior high school students and various parenting techniques. Zeenat (2016) depression compared to males, who scored higher on anger and hostility. Overall, findings highlight both male and female primary school students showed average emotional stability, with no significant gender differences. Rath & Das (2015) hypertensive individuals scored higher on neuroticism than normotensives,

with females exhibiting more anxiety and variations in emotional stability across different groups, with some studies showing significant relationships while others do not.

Research Gap

The study may not sufficiently address how different cultural backgrounds affect emotional stability in adolescents. Understanding cultural contexts could provide deeper insights. It may focus on a specific educational setting or region. Future research could explore emotional stability and educational adjustment across different types of schools (e.g., public vs. private) and geographical areas. It focused on specific industries or job types. Future research could examine emotional stability across a broader range of professions to identify sector-specific trends. Focused on a specific region (Sultanpur city). Future research could explore emotional stability in diverse geographic and cultural contexts to assess variations. The study may focus on a cross-sectional analysis. Future research could explore the long-term effects of alienation on emotional stability as adolescent's transition into adulthood. The study might not consider the impact of cultural factors on neuroticism and emotional stability. Future research could explore how cultural differences influence these traits in hypertensive and normotensive populations.

Methodology

The present study is fall under the category of descriptive research. A standardized tool was used to collect the data. The population of the present study comprise of all the students of secondary levels of India. The research is conducted, to study emotional

stability of secondary school students. In the present study, sample comprises selected randomly. Research will take 100 boys students and 100 girl's students in school students, so total 200 samples were selected for this study.

Major findings

The study found that emotional stability among children in Sultanpur city was average, with 76.66% of boys and 70% of girls showing middle emotional stability. Boys were found to have higher emotional stability levels compared to girls. There was no significant relationship between the students' academic achievement and any of the ten dimensions of parenting techniques examined in the study. Both genders exhibited average levels of emotional stability, with no significant differences between male and female students in this regard. It reveals a significant relationship between emotional stability and academic achievement. Additionally, the study revealed significant differences in emotional stability based on gender, locality, and type of management. The findings revealed that hypertensive individuals scored higher on all neuroticism dimensions compared to normotensives. Additionally, females exhibited greater levels of depression and anxiety, as well as increased self-consciousness and vulnerability to stress, while males scored higher on anger, hostility, and impulsivity.

Suggestion

Investigating how emotional stability develops over time and its impact on academic performance and social relationships, how students cope with academic and social pressures and how these coping strategies relate to emotional

stability. Evaluating the effectiveness of school-based mental health interventions on improving emotional stability. Examining how peer support and relationships influence emotional stability in students. Exploring how cultural factors affect emotional stability and coping mechanisms among students in diverse settings. Analysing the influence of different parenting styles on the emotional stability of students and their resilience.

Conclusion

In conclusion, emotional stability is a crucial aspect of students' overall well-being and academic success. Research indicates that factors such as gender, parenting styles, peer relationships, and mental health interventions significantly influence emotional stability among school students. While many students exhibit average levels of emotional stability, variations exist based on demographic and contextual factors. Understanding these influences can help educators, parents, and mental health professionals develop targeted strategies to support students, enhance their emotional resilience, and promote a healthier school environment. Continued research in this area is essential to adapt interventions that cater to the diverse needs of students and foster their emotional development.

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A Study on Job Satisfaction among Elementary School Teachers of west district

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23NED012

Abstract

Job satisfaction is a set of favorable or unfavorable feelings and emotion with which employee view their works, it refers to a collection of attitudes that workers have about their job. The problem of the study is – A Study on Job Satisfaction among Elementary School teacher of west district. Objectives of the problem were to find out the attitude of government elementary school teacher towards their job satisfaction and to find out the difference between gender with regard to job satisfaction. Later the study found that the job satisfaction among elementary school teacher was moderate, the findings also revealed that some teachers were not satisfied with their choice of job, the result also indicate that there was no significant between male and female teacher in job satisfaction at school.

Key words: *job satisfaction, elementary teachers*

Introduction

Foundational education is much of important, the formative stage of child life is spent in the elementary stage of schooling , this very stage has to be handled with much care, this is the time when a child life is being shaped, from the glorious past of our country have descended to us several valuable traditions, one such traditions is the respect of our teacher in the society, teachers in ancient India were given place of respect in society and general held them in high esteem, during the Vedic period giver of education was considered the intellectual and spiritual father of his disciples leading them from the darkness of ignorance of the light of knowledge, Bhuyan (2019). Teacher have been held in high esteem in other country also, in fact teaching has been acknowledge the world over as a noblest professions and the society is indented to teacher for shaping the destiny of the nation's through educating youth who later on shoulder the

responsibilities as citizens, for this it is important that teacher should have satisfactory attitude towards his job because only then he will be able to give his complete effort, to do justice and give the best they need to love their job, (Abele, & Spurk 2016). Job satisfaction may be define as an attitude which result from balancing and summation of many specific likes and dislike experienced in collection with the job. Job satisfaction in the result of various attitudes is related with specific factors such as salary, service condition, opportunity, working condition and colleagues, Edwin A Locke(1976) further he added performance from teacher can only be expected if they are satisfied with their jobs, job satisfaction is an individual attributes and it is outcome of the fulfilment of the individual needs which vary greatly from person to another, he further added it is necessary for a healthy growth of teacher personality job satisfaction is the way an employee feels about his or her job.

Statement of the problem:

On the basis of rational of the study, the problem is stated as “A study of job satisfaction among elementary teacher in west district”.

The objectives of the study:

The objectives of the study is as follows:

1. To find out the attitude of government elementary school teacher towards their job satisfaction.
2. To find out the level of attitude between attitude of male and female school teacher towards their job satisfaction.

Hypothesis

HO1: There is No significant difference on job satisfaction of male and female elementary school teachers.

Operational Definition of the term used:

Job satisfaction: job satisfaction refers to a person feeling of satisfaction on the job, which will act as a motivation to work, it is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job.

Elementary school: a school that provides the first of a child's education, the first stage traditionally found in formal education.

Review of related literature

Review of literature is the overall summary of the studies that have been investigated in past and it is the part or chapter of dissertation or thesis, from the review researchers came into conclusion that Bashara (2012) : Kofi & Peter (2012) & Bhat, A(2018) that there is no significant difference in level of job satisfaction among male and female teachers. Naka (2011) in his study revealed that there is a significant

relationship between work environment and teacher productivity. In other hand (Allam, 2011), revealed that teacher was not satisfied with their choice of job they do due to the environment factor like examination stress, anxiety, stress. The teacher was dissatisfied with their salary structure of job highly stressed work environment associated. Kar (2018) & Bhuya (2019) revealed that the teacher working in private school, factor that effect job satisfaction are salary and benefited job security and policies with profession, additionally their study also revealed that there was no significant difference in the job satisfaction level of less experienced and high experienced elementary school.

Research gap

Research gap means the gap the researcher left to covering their study. Many studies have been conducted till today on the topic “Job Satisfaction”. From the above review there are many studies conducted till today from 2011-2029 and researchers have different of their studies, among all the studies there are similarity as well as dissimilarity type of results which are found over, the years between 2011- 2019. In 2019 there was research conducted on Jamshedpur, researcher found that significant difference between male and female with regards to Job satisfaction and same result found in other researcher in their studies in different place such as, (2012) Nigeria, In 2012 there was a study conducted on Vietnam with same variables but study found that . The findings of the study revealed that study revealed that the level of job satisfaction among the participation was moderate, no significant statistical differences were found in the respondent level of job satisfaction due to

gender. In (2013), Soni, D revealed that there is very strong relationship between job satisfaction and teacher effectiveness in teaching and point out at the essential required in teaching. It can be emphasized that even the same research conducted in different places in same year but there is difference in the findings of the studies and over the year there is no exact alike findings and it can be interpreted that there is a gap that study can be conducted on other states and regions of India like Sikkim because there is no such evidence to prove that studies have been conducted on this variables.

Research methodology

Research is a very general term for an activity that involves findings out, in a more or less systematic way, thing we did not know. A more academic interpretation is that research involves findings out about things that no one knows either, is it about advancing the frontiers of knowledge.

Design of the study:

The review literature searched was conducted in Research gate. Google scholars etc. Articles published from 2011 to 2019 were included focusing on teachers reviewed on their level of job satisfaction. The sample for this study constitutes to In-services elementary school teachers.

Major findings

After analysing the research study reveals the following facts: that there was no significant difference in the level of job satisfaction of male and female elementary school teacher. There was no significant difference in the job satisfaction level of less experienced and high experienced elementary school teachers. The study revealed that teacher was not satisfied with

their choice of job they do due to the environment factor like examination stress, anxiety, stress. The teacher was dissatisfied with their salary structure of job highly stressed work environment associated. The findings of the study revealed that there is very strong relationship between job satisfaction and teacher effectiveness in teaching and point out at the essential required in teaching. Additionally, the study revealed that the level of job satisfaction among the participation was moderate, no significant statistical differences were found in the respondent level of job satisfaction due to gender.

Suggestion for further studies

The result reported in this study are encouraging, firstly, because it is revealed that by and many teachers are satisfied with their work, it is suggested that every educational institution in order to maximize level of job satisfaction in members of staff should provide required facilities.

Working condition that are compatible with an employee physical comfort and that facilities doing a good job contribute to job satisfaction. Thus, some school's teachers should strongly disagree with their working condition of school. Thus, care should be taken maintain congenial working environment.

Conclusion

In the light of the findings of the study, the present chapter is intended to draw conclusion, Job satisfaction of elementary school teacher is an important parameter of quality education, and there is a drastic change in school education since the time of independence starting from basic amenities to the salary structure all have improved a lot. Professionally qualified

teachers are being appointed. There seems to be a general sense of satisfaction in teaching job being perceived by the teacher. Youth are also coming up to build teaching and career, though females are more oriented to teaching jobs and their level of job satisfaction is bit better than their male counterparts put overall a sense of satisfaction is prevailing everywhere. This is positive sign for the progress of own society and nation.

Adequate salaries, regular promotions and provision of staff development programmed for teachers by government will greatly enhance their level of job satisfaction.

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Emotional Intelligence of college Students: A Study

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23NED14

Abstract

This study examines the significance of emotional intelligence (EI) among college students, focusing on its impact on academic success and personal development. The main objectives are to assess the level of EI among college students and to compare emotional intelligence between male and female students. Findings show that students with higher emotional intelligence perform better academically, particularly in private colleges. Differences between academic streams are noted, with B.Com students displaying greater self-awareness and B.Sc. students excelling in self-development. The research highlights EI's role in enhancing interpersonal skills, motivation, and self-efficacy, which are essential for academic achievement and employability. Additionally, the study identifies research gaps, such as the need for cross-cultural comparisons and insights into emotional intelligence development in various learning environments. Overall, it advocates for integrating emotional intelligence programs into educational curricula to help students acquire vital skills for success in their academic and professional lives.

Key words: Emotional Intelligence, College Students.

Introduction

Emotional intelligence is the ability to understand and manage our own emotions and the emotions of others. It helps us handle social situations better by recognizing how we and those around us are feeling. For example, if you can sense when someone is upset and respond with kindness, it shows high emotional intelligence. This skill also helps with making good decisions, solving problems, and building strong relationships. Being emotionally intelligent means being aware of our feelings, controlling how you express them, and using this awareness to communicate effectively and empathize with others. It's a key part of getting along well with people and succeeding in both personal and professional life.

Emotional Intelligence (EI), a newer concept compared to intelligence or personality, is defined as the ability to understand and manage one's own emotions and those of others. There are two main models of EI: the ability-based model, focusing on emotional skills, and the mixed model, blending emotional skills with personality traits. Key definitions emphasize EI's role in processing and using emotional information to improve thinking, relationships, and outcomes in various contexts (Dong et al., 2022).

Professor Thorndike in his theory of "social intelligence" defined emotional intelligence as the "ability to understand and manage men and women, boys and girls, to act wisely in human relations." Further attempts to define emotional intelligence (EI) in 1940 found that there

are two types of intelligence, “intellective” and “non-intellective,” under the theory of intelligence quotient. However, EI was always a part of holistic definition of intelligence (Duygal, 2024, as cited in Thorndike, 1920).

Emotional intelligence is important as it helps us lead a more fulfilling life by giving us tools to manage and understand our emotions, ensuring they align with our beliefs and making our responses more rational and consistent(Houston,(2019).

Significance of the study

Studying college students’ emotional intelligence is important for a variety of reasons first, stronger emotional intelligence is associated with improved academic success because it helps students handle stress, create goal and stay motivated. Secondly it plays an important role in mental health by providing improved coping methods to lower the likelihood of anxiety, depression, and other emotional difficulties. Third, emotional intelligence improves interpersonal interactions by helping students understand and manage their emotions, as well as empathize with others, both of which are necessary for personal and professional success.

The idea behind the study was to evaluate the emotional intelligence of college students and find how it differs on the basis of stress and anxiety; students tend to experience emotional challenges that can impact their academic achievement. In order to navigate these situations effectively, individual need to possess high emotional intelligence. Through this study, we can understand how emotional intelligence varies as we grow up and what

factors, including gender, influence these changes. It will also be helpful in understanding how and why gender affects the emotional intelligence of an individual

Statement of the problem

The problem of the present study hence stated as “Emotional Intelligence of college students: A Study.

Objectives of the study

1. To find out the level of emotional intelligence among college students.
2. To find out the emotional intelligence between male and female students.

Hypothesis

H01.There is no significant difference on emotional intelligence among college students.

H02. There is no significant difference in emotional intelligence between male and female students.

Operational definition

Emotional intelligence: Emotional intelligence means refers to the ability to understand and manage our own emotion as well as recognize and empathize with the emotion of others. Emotional intelligence helps us navigate relationship; make better decisions, and communication more effectively.

College students: In this study, college students refer to individual enrolled in undergraduate or postgraduate programs at recognized universities or college.

Delimitation of the study

1. The study only looks at college students, not other age groups or educational levels.

2. The data relies on existing studies, articles, and data instead of collecting new information from students.

Review of related literature

These studies explore the impact of emotional intelligence (EI) on college students' academic and professional success. Lin (2011) found that students who develop EI can better understand and manage emotions. Xu (2013) showed that employability improves with EI as students' progress through college. Reddy (2014) revealed that private college students have higher EI than government college students, but gender and course type don't affect Emotional Intelligence. Rai and Kisore (2017) found a strong link between EI and academic success but no link between emotional maturity and achievement. Saksena (2018) highlighted that female students with higher EI perform better academically. Chauhan (2020) compared EI in different academic streams, with B.Com students excelling in self-awareness, while B.Sc. students excelled in self-development. Kumar (2020) emphasized the importance of EI for both academic and professional success, especially in managing stress. Preethi and Chandru (2021) showed that interpersonal skills are key to academic success. Cheng and Ting (2022) found that EI indirectly affects academic achievement through motivation and self-efficacy in online classes. Finally, Parkavi and Karthikeyan (2023) discovered that social skills are crucial for EI during online learning. Overall, these studies suggest that developing emotional intelligence can improve both academic performance and employability.

Research gap

The review of the studies on emotional intelligence (EI) among college students reveals several insights but also highlights some gaps in the existing research. Most studies have focused on how EI affects academic performance, with some examining specific factors like gender, course type, or social skills. However, the impact of emotional intelligence across different academic disciplines and the long-term benefits of emotional intelligence on professional success are still underexplored. Additionally, while some research addresses the influence of online learning environments on emotional intelligence, more comprehensive studies on how emotional intelligence develops in various settings (like online vs. in-person learning) are needed. Another gap is the lack of focus on how emotional maturity complements emotional intelligence, as the studies largely examine them separately. Furthermore, cultural differences in the development of emotional intelligence, particularly in diverse educational systems, have been understudied, leaving room for more cross-cultural comparisons. Lastly, few studies delve into how emotional intelligence interacts with other factors like motivation and self-efficacy to impact long-term career outcomes, which could be crucial for a holistic understanding of student success.

Most studies on emotional intelligence (EI) have been conducted in specific regions (e.g., India, China), but there is limited research on how cultural and regional differences affect EI and academic performance. Cross-cultural studies are needed to understand EI's role in diverse settings. Research comparing EI across different academic disciplines is also limited, especially between technical and

non-technical fields, which could influence academic success.

Only one study explored emotional intelligence in online learning during the pandemic, highlighting the need for more research on how learning environments (online vs. in-person) impact emotional intelligence development. Gender differences in emotional intelligence also show inconsistent results, requiring further exploration and tailored interventions. Additionally, the relationship between emotional intelligence and employability remains underexplored, particularly regarding how emotional intelligence develops critical soft skills for career success. Differences in emotional intelligence between students from private and government institutions need further investigation, especially concerning the influence of institutional resources and support systems.

Addressing these gaps would provide a fuller understanding of emotional intelligence's importance in academic and professional contexts.

Methodology

The design of the study is a descriptive research design based on secondary sources, to look at the emotional intelligence of college students. Data was sourced from a variety of academic journals, books, and research report focusing on studies published from 2011-2023 was included for the present study to ensure relevance and accuracy. The sample of 2,368 students of different college were taken by the researchers.

Findings

Gender and course type do not significantly influence emotional intelligence, but students in private colleges generally have higher EI than those in government colleges. B.Com students excel in self-awareness, while B.Sc. students perform better in self-development. University students, particularly females, demonstrate strong emotional intelligence in areas like judgment and self-control. Interpersonal skills, such as communication and teamwork, are critical for academic success, and colleges should focus on enhancing EI through self-awareness activities. Emotional intelligence is linked to better academic performance, but emotional maturity does not have a significant impact on grades. Emotional intelligence indirectly boosts academic performance by increasing motivation and self-confidence, especially during online learning. Students with higher EI are better at understanding and managing emotions. As students' progress through college, their employability improves, with EI playing a key role in career readiness.

Suggestions

Educational institutions should include emotional intelligence (EI) programs in their curricula to help students develop essential skills like self-awareness, empathy, and social skills. Teachers can foster EI by creating group activities, encouraging self-reflection, and offering constructive feedback, which helps students understand and manage their emotions better. Since emotional intelligence plays a crucial role in employability, institutions should prepare students for the workforce by highlighting its importance in handling workplace challenges. Schools should also promote

teamwork and communication through group projects and discussions, as social skills are closely tied to success both academically and professionally. Additionally, students with lower emotional intelligence should receive extra support, such as counseling and specific EI development activities, to help them build emotional competence and thrive in their academic and future careers. By prioritizing emotional intelligence, institutions can create a more supportive environment that equips students with the tools they need to succeed.

Conclusion

The emotional intelligence (EI) plays a crucial role in both academic success and personal development across different regions. In India, emotional intelligence has been linked to better academic performance, particularly for students in private colleges and those with strong interpersonal skills. Differences between academic streams were noted, with B.Com students excelling in self-awareness and B.Sc. students in self-development. In China, research emphasizes that emotional intelligence enhances learning motivation and self-efficacy, which in turn improve academic outcomes. Additionally, emotional intelligence supports employability, as it helps students better understand and manage emotions.

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Impact of Emotional Maturity on Mental Health of College Students

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Abstract

This study examines the impact of emotional maturity on the mental health of college students, highlighting its role in psychological well-being. Using a descriptive design, data were collected from 1,280 students across various institutions in India. The findings reveal a significant positive correlation between emotional maturity and mental health, with notable differences based on gender (male & female) and type of college (private and government). The results suggest that fostering emotional maturity can improve mental health outcomes. The study emphasizes the need for educational programs that promote emotional development to enhance students' overall well-being.

Keywords: *Mental Health, Emotional Maturity*

Introduction

According to Arumugam & Neelima (2018) mental health refers to our overall mental well-being. It involves the way we think about ourselves, the quality of our relationships and our ability to manage our feelings and deal with difficulties. Good mental health helps us to enjoy life and deal with problems and provides well-being and inner strength. Being mentally or emotionally healthy means more than just getting out of depression, anxiety or other psychological problems, it signifies the presence of positive qualities such as optimism, self-awareness, self-confidence, flexibility, confidence, self-sufficiency, and fairness, etc. Experts have described the term emotional maturity in many ways usually the effective decision-making power of a personality model. It also helps us to control puberty development. Personality from a scientific point of view is the organization of certain traits and

emotional maturity is one of them. The process of emotional maturity is never complete because a person with good mental health will continue to grow more and more. Therefore, when we say that the main goal of a good educational program is to help learners achieve emotional maturity, it is not a specific and productive achievement that can be graded or rated on graduation day. Current conditions, along with adolescents, cause children to struggle and lead to many psychological problems such as anxiety, tensions and depression and emotional dissatisfaction in daily life. So, compared to anatomy, the study of emotional life is now developing into a detailed science. It deals with the interaction of forces with intensities and magnitudes. Available tests measure the degree of crude and mainly dependence. Since self-acceptance is an important aspect of maturity, it must first be approved by others. Emotional maturity is always

relative. However, emotional maturity develops throughout life. It is a form of a person's maturity, from which one can retreat very quickly. Psychologically more mature during adolescence as parents are allowed to accept responsibilities and become independent and self-sufficient (Arumugam & Neelima, 2018). Emotional maturity is a subjective characteristic of an individual which varies across different age groups and gender. A mature individual is capable of handling stressful life circumstances effectively. Emotional maturity is something on which individuals can constantly work over and improve. It enables individuals to create the life they desire. When an individual is faced with difficulties it is his/her level of emotional maturity that determines his/her ability to cope. A mature individual is one who has developed intellectually, emotionally and spiritual (Sunny, et.al 2018). In the modern society neither individual is emotionally stable or emotionally mature to handle their life in society. This emotional instability leads to anxiety and stress. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and interpersonally. Emotional maturity can be understood in terms of ability of self-control which in turn is a result of thinking and learning (Chavda,2018).

Statement of the problem

The title of the present investigation is “Impact of emotional maturity on mental health of college students”.

Objectives of the study

The objectives of the study are as follows:

1. To find out emotional maturity and mental health among colleges student.
1. To find out the emotional maturity among college students in relation to their gender (male/female).
2. To find out the mental health among college students in relation to their gender (male/female).
3. To find out the significance difference in emotional maturity and mental health between private and government colleges.

Hypothesis of the study

Ho1 There is no significant difference in emotional maturity and mental health between male and female among college students.

Ho2 There is no significant different in emotional maturity and mental health between private and government colleges.

Operational definition of term used

Emotional Maturity: The ability to understand, manage, and express one's emotions effectively, as well as to empathize with others.

Mental Health: Refers to cognitive, emotional, and social well-being, encompassing conditions such as anxiety, depression, and stress.

Review of related literature

Mahadevan (2017): Found a significant positive relationship between mental health and emotional maturity among adolescents. Arumugam & Neelima (2018): Identified significant differences in mental health and emotional maturity among graduate students based on management type and

academic stream, with a positive correlation between the two. Chavda (2018): Showed significant differences in emotional maturity and mental health between working and non-working women, with a positive correlation of 0.43 between the two. Sunny et al. (2018): Discovered no significant difference in emotional maturity between hostellers and day scholars, but significant gender differences, with boys showing higher emotional maturity. Swarnalatha & Janardhanam (2021): Found that academic stress and emotional maturity significantly impact the mental health of nursing students. Panth & Chaurasiya (2015): Reported no significant relationships between socio-economic status, mental health, and emotional maturity among urban college students under 20. Laskar & Debnath (2024): Indicated a significant negative relationship between emotional maturity and academic achievement, with no effect on social adjustment.

Research gap

Arumugam and Neelima (2018) could be the impact of additional demographic factors, like socioeconomic status or cultural background, on mental health and emotional maturity in graduate students. Longitudinal studies could also provide insights into changes over time. Chavda (2018) could be the exploration of how various factors, such as age, education level, or type of employment, influence emotional maturity and mental health among women. Additionally, comparing different cultural contexts could yield valuable insights. Sunny et al. (2018) the impact of interventions on improving emotional maturity and reducing perceived loneliness among college students remains

underexplored. Khan et al. (2024) could be exploring demographic variations, like gender or culture, in the impact of emotional immaturity on mental well-being. Investigating additional mediating factors, such as social support, could also provide valuable insights. Laskar and Debnath (2024) could be the need to examine how different types of emotional maturity affect various aspects of academic achievement and social adjustment. Additionally, exploring the role of external factors, such as family support or peer relationships, could provide deeper insights into these dynamics. Mahadevan (2017) could be exploring how demographic factors, like socioeconomic status or family background, affect the relationship between mental health and emotional maturity in adolescents.

Methodology

The present study falls under the category of descriptive research. A standardized tools was used to collect the data, thus a research design adopted in order to carry out the further study. A simple random sampling technique has been used in this research. The research conducted on the impact of emotional maturity and mental health of colleges students, on the sample size of 1280 students selected from different colleges across India, out of which 830 were boys and 450 were girl's students.

Major Findings

Chavda (2018) found that emotional maturity plays a crucial role in influencing the mental health of both working and non-working women. The research indicates that women with higher emotional maturity tend to report better mental health outcomes, suggesting that enhancing

emotional maturity could be a key strategy for improving mental well-being in these populations. Arumugam & Neelima (2018) The found that Type of management makes a significant difference in their mental health as well as emotional maturity. Laskar & Debnath (2024) the finding was social adjustment is not equal between male and female students. The study observed higher social adjustment in boys than girls. No significant difference was found between high emotional matured and low emotional matured students in their academic achievement. Sunny et al. (2018) is that there is a significant relationship between perceived loneliness and emotional maturity among college students, indicating that higher levels of loneliness are associated with lower emotional maturity. Swarnalatha and Janardhanam (2021) study are that higher levels of emotional maturity significantly mitigate the negative effects of academic stress on the mental health of nursing college students. This highlights the importance of fostering emotional maturity as a strategy to enhance mental well-being in high-stress academic environments. Laskar and Debnath (2024) is that there is a significant negative relationship between emotional maturity and academic achievement among college students, indicating that higher emotional maturity is associated with lower academic performance.

Suggestion for Further Studies

Present study is confined to only some areas, similar study can be conduct in all over the India. Correlative studies may be undertaken in different regions of India to analyze the impact of culture and on the sociological aspects of life and their influence on mental health and emotional

maturity. Comparative study can be conducted between boys and girls or nuclear family and joint family. The present study was conducted to analysis emotional maturity on mental health college. Further study can be conducted to understand social and emotional development in Private or Government colleges in India.

Conclusion

Emotional maturity is always relative. However, emotional maturity develops throughout life. It is a form of a person's maturity, from which one can retreat very quickly. Psychologically more mature during adolescence as parents are allowed to accept responsibilities and become independent and self-sufficient. Being mentally or emotionally healthy means more than just getting out of depression, anxiety or other psychological problems, it signifies the presence of positive qualities such as optimism, self-awareness, self-confidence, flexibility, confidence, self-sufficiency, and fairness, etc. emotional maturity is associated with better mental health outcomes, particularly in women, suggesting that fostering emotional maturity could enhance overall well-being.

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Prevalence of Anxiety among School Going Student at Secondary Level

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Abstract

This study investigates the prevalence of anxiety among secondary school students in India, highlighting its impact on academic performance and social-emotional well-being. Anxiety, characterized by feelings of dread, can become maladaptive and is often exacerbated by parental pressure for academic achievement. A descriptive research design was utilized, surveying 2,071 students (1,040 male and 1,031 female) from government schools. Findings indicate a significant prevalence of anxiety disorders, with higher levels observed in girls. The study underscores the negative effects of academic anxiety on performance and social interactions, calling for targeted interventions and supportive environments to promote healthy coping strategies and mental health resources. Overall, addressing student anxiety requires a comprehensive approach considering various academic and emotional factors.

Key words: Anxiety, School Student

Introduction

Anxiety is a source of concern to the clinicians as it co morbid with other mental disorder, particularly depressions and learning disabilities, and it causes low self-esteem. Anxiety is a arguable and emotion that predates the evolutions of a man its ubiquity in humans, and its presence in range of anxiety disorder, makes it's an important clinical focus. Developments in a nosology, epidemiology and psychology have a significant advanced our understanding of a anxiety disorder in a recent years. The word anxiety is derived from Latin word "anxietas" (to choke, throttle, trouble and upset) and encompasses behavioral, effective, and cognitive responses perception of danger. Anxiety is normal human emotions. In moderation, anxiety stimulates and anticipatory of danger adaptive response to challenging a stressful events (Trivedi & Gupta 2010)

According to Deb, Chatterjee & walsh, Anxiety is a normal reaction to a certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can become more detrimental over time. As a student's academic performance suffers, the anxiety level related to certain academic tasks increases a student's academic performance. Anxiety is the one of the most common psychological disorder in school-aged children and adolescent worldwide the prevalence rates range from 4.0% to 25. 0% with an average rate 8.0%, this figure could understand since anxiety among a large number of children and adolescent goes undiagnosed owing to internalized nature of its symptoms. In India, the main documented cause of anxiety among school children / adolescent id parent's high educational expectation and pressure for academic achievement. Anxiety is substantial negative effects on children's social, emotional and academic success.

Specific effects include poor social and coping skills; often leading to avoidance of social interaction loneliness, low self-esteem; perceptions of social rejection, and difficulty forming, friendships, importantly, school avoidance, decreased problem solving abilities, and lower academic achievement have also been noted as consequences. Therefore, it becomes very necessary to understand the status of prevalence of anxiety among school going students. Hence the present study entitled “Prevalence of anxiety among school going students of Secondary school student.

Statement of the problem

Anxiety is considered to be a universal phenomenon existing across cultures. Moreover, anxiety among student stage is regarded as the most venerable stage of human growth and development where the children are exposed to rapid change in all aspects; physical, social, emotional, and intellectual etc. Therefore it becomes very necessary to understand the status of prevalence of anxiety among school going student of secondary level.

Objective of the study

1. To understand the prevalence of anxiety among school going Student
2. To understand the prevalence of Anxiety among school going Student in relation to gender (male and female)

Hypothesis

Ho1 There exists of low anxiety among school going students.

Ho2 There exists of low anxiety among school going student in relation to gender (Male and Female).

Operational definition of the term used

Anxiety: Anxiety refers to an emotion which is characterized by an unpleasant state of inner turmoil and includes feeling of dread over anticipated events. Anxiety in the present study refers to the status of anxiety among school going student.

School Student: School student are individual enrolled in educational institution in middle school, usually ranging from ages 11 to 18.

Review of related literature

Muthusamy et al. (2022) found a 51% prevalence of anxiety disorders in school children in Tiruchirappalli, South India, with higher rates in girls. Specific disorders included generalized anxiety (16%), panic disorder (23%), and separation anxiety (31%). Rehman et al. (2021) reported a negative relationship between test anxiety and academic achievement in Lahore, noting that girls experienced higher test anxiety scores than boys. Ahmad et al. (2017) discovered that over 80% of college students at the University of Garmian experienced social anxiety, with gender differences observed. Mary et al. (2014) highlighted increased state anxiety among board exam students in Tamil Nadu, especially in boys and 12th graders, with those from nuclear families showing higher anxiety levels. Das et al. (2014) found a negative correlation between academic anxiety and achievement among secondary students, with girls experiencing more anxiety than boys. Bhakla et al. (2013) identified an 11% prevalence of high anxiety in class VIII students, significantly

associated with female gender and authoritarian parenting styles. Overall, these studies underscore the significant prevalence and impact of various anxiety disorders among adolescents, often highlighting gender differences and the influence of familial factors.

Research gap

From the above review literature, researchers have found that there is dearth of study on understanding the prevalence of anxiety among school going Student In fact, there are very few a study was found to be focusing on understanding of school going adolescence students. From the above mentioned review researcher only focus on compare, difference and relationship of individual not overall development of education system. The most important gap that I found above researcher review is the impact of less use technology, such as social media, on anxiety of students may not be fully explored. Limited sample size also a serious problem because the study may have had a small sample size, limiting the generalizability of findings. Limited exploration of anxiety sources, the study may not have fully investigated the source of academic anxiety, such teacher or parental pressure. Researcher gives more important on these gaps can help to develop more comprehensive understanding and interventions for Anxiety among school student. The research gap that I found is highlights the lack of localized studies on Anxiety disorder among adolescent in south India. Existing literature often overlook this demographic, necessitating more focused research to understand prevalence, contributing factors, and the4 unique cultural context impacting mental health in this region. In the above research also found

the lack of exploration into the specific factor contributing to test Anxiety among secondary school student in lohare. And it does not investigate the underlying causes or the role of socio-economic and educational context.

Methodology

This study falls under the category of descriptive research. A standardized tools was used to collect the data, thus, a research design was adopted in order to carry out the further study. A simple random sampling technique has been used in this research. The populations of the present study comprise of all the students studying in secondary level. The research is conducted, to study Prevalence of anxiety among school going student of secondary level, on the sample size of 2071 individual schools going student randomly selected from Government secondary school across India out of which 1040 students were male and 1031 student female.

Major findings

Findings revealed that the total prevalence of anxiety disorder assessed using SCARED scale was 15%. The prevalence of Sub-types of anxiety disorder was also identified viz, generalized Anxiety disorder 16%, panic disorder- 23%, School Phobia-17%, separation Anxiety – 31%, social phobia-13%. Further, Researcher also found all the disorder showed higher incidence in Girls ($p < .01$) and A significant number of students were diagnosed with anxiety disorder, indicating a critical mental health issue among adolescent in the region.

The major finding of the study found that the negative relationship between test anxiety and academic achievement at secondary level. Gender was the only

demographic variable effecting test anxiety score. Results showed that girls have higher test anxiety score as compared to boys. Researcher also found that there is negative impact on academic performance, there was a clear correlation between higher level test anxiety and lower academic achievement, suggesting that anxiety adversely affects students' examination performance.

Ahmad, Seidi, & Faque (2017) found that the prevalence of social anxiety disorder was more than 80%. Intensity of social phobia was mild in 20%, moderate in 41.9%, and severe in 28.3% of participants. Gender was associated with social anxiety disorder ($p < 0.05$), and social anxiety was more prevalent in freshmen and sophomores ($p < 0.05$). Researcher also suggest that from this research that social anxiety is prevalent disorder in students of college of education. It is more prevalent in females, freshmen, and sophomores. According to findings of the research, these students need more protection.

Das, Halder, and Mishra, (2014) the researcher found that girl's students has more academic anxiety than boys. It was also found that there is a negative and significant correlation ($r = -0.10$) between academic anxiety and academic achievement. The study found that a significant number of student experience varying degrees of academic anxiety, which can manifest in stress related to exam and academic performance.

Mary, Marslin, Franklin, and Sheeba (2014) researcher found that both class 10th and 12th standard board exam going students of Tamil Nadu, India, are suffering from exam anxiety, particularly boys. Researcher also found that more than 70% of exam going student manifested moderate

anxiety and this was particularly higher among male and 12th standard students. Researcher also suggests that providing student guidance and exam preparation tips to overcome test anxiety of 10th and 12th standard student.

Bhakla, Sinha, Sharan et.al (2013) the major findings that researcher found in this research is different parenting style significantly impact students anxiety levels. Authoritative parenting tends to be associated with lower anxiety, while authoritarian and permissive style correlate with higher anxiety. And researcher also found that there are notable differences in anxiety levels between boys and girls, with girls generally exhibiting higher level of anxiety. This suggests that gender plays a crucial role in how anxiety manifests in students.

Summary

Muthusamy, Gajendra, and Thangavel (2022) reported a 15% overall prevalence of anxiety disorders among adolescents, with specific subtypes identified: generalized anxiety disorder (16%), panic disorder (23%), school phobia (17%), separation anxiety (31%), and social phobia (13%). Higher incidence rates were noted in girls, highlighting a significant mental health concern in the region, Rehman, Javed, and Abiodullah (2021) found a negative correlation between test anxiety and academic achievement, with girls exhibiting higher test anxiety than boys. This suggests that elevated anxiety levels adversely affect students' examination performance Ahmad, Seidi, and Faque (2017) identified that over 80% of students experienced social anxiety disorder, with varying intensities. Social anxiety was more prevalent among females, freshmen,

and sophomores, indicating a need for targeted support for these groups,

Das, Halder, and Mishra (2014) discovered that girls reported higher levels of academic anxiety than boys, with a significant negative correlation between academic anxiety and achievement. This stress manifests particularly around exams, Mary, Marslin, Franklin, and Sheeba (2014) highlighted that over 70% of board exam students in Tamil Nadu experienced moderate anxiety, especially among boys in the 12th grade. They recommended providing guidance and preparation support to alleviate test anxiety, Bhakla, Sinha, and Sharan et.al (2013) emphasized the impact of parenting styles on student anxiety, finding that authoritative parenting correlates with lower anxiety levels, while authoritarian and permissive styles are associated with higher anxiety. Notably, girls exhibited higher anxiety levels than boys, suggesting a significant gender influence on anxiety manifestation in students.

Suggestion for further studies

Present study is confined to only some areas; similarly study can be conducted in all over the India. The sample size of the study was small comprising minimum students; further study may do by taking large sample size.

Conclusion

Anxiety is a normal reaction to a certain situations. A small level of anxiety is normal but severe anxiety can be a serious problem. Anxiety has a substantial negative effect on children's social, emotional and academic success. Addressing student anxiety involves creating supportive, Promoting healthy coping strategies, and

providing access to mental health resources. Schools and families plays an important role in reducing anxiety by fostering open communication, encouraging balanced lifestyle, and offering professionals help needed. Ultimately reducing student anxiety requires a comprehensive approach that acknowledges the complex interplay of academic, social, and emotional factor.

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Study Habits of Secondary School Students

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Abstract

Study habits, defined as techniques such as summarizing, note-taking, and outlining, play a crucial role in efficient learning and academic achievement. These habits are often viewed as stable methods that influence cognitive and practical skill development, ultimately impacting future careers. Research indicates a significant relationship between study habits and academic performance, with effective habits correlating to better learning outcomes highlight the influence of guidance services and socio-economic factors on students' study habits, emphasizing their importance for academic success, found a strong link between positive attitudes, effective study habits, and math achievement, while noted variations in study habits and performance related to gender and learning styles. Identified a significant positive correlation between achievement motivation and academic success among secondary students. Overall, these findings stress the necessity of developing personalized study habits tailored to individual learning styles, as they are fundamental to achieving academic success in a competitive environment.

Key words: study habits, students, secondary.

Introduction

Study habits are defined as those techniques, such as summarizing, note taking, outlining, or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term “Study Habit” implies assort of more or less permanent method of studying. Students study methods affect their learning and academic achievement, and the resultant process plays a role in the development cognitive and practical skills, and ultimately their future career. Determining the students study habits and the relationship between their study habits and their academic performance can, therefore, improve their academic achievement, strengthen and modify their study habits. (Hayede Rezaie looyeh, 2017)

Study habits contribute significantly in the development of knowledge and perceptual capacities. Study habits tell a person that how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one’s study habits, throughout the life. Study habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival. Study habits is the pattern of behaviour of students adopting during their studies which is mean of learning. Good study habits lead to good academic record and bad study-habits lead to poor academic records as there of direct relationship between study habits and academic achievement. Developing effective study habits is a personalized

process, as what works best can vary from person to person. Experimenting with different techniques and adapting them to fit your learning style can help you find the most effective approach for your individual needs. (Naima Mubarak, 2017)

According to Good's dictionary of education, "Study-habit is the tendency of pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient".

Statement of the problem

Many students have trouble developing good study habits, which can affect their grades and overall learning. Factors like distractions from technology, different learning styles, and challenges at home can make it hard for students to study effectively. This study will look at how students study, what affects their study habits, and how these habits impact their school performance. The goal is to find ways to help students improve their studying and do better in school. The present study is stated as, study habits of school students.

Objectives of the study:

1. To find out the study habits of secondary level students.
2. To find out the differences between male and female students with regard to study habits.
3. To find out the difference between male and female students of secondary school regarding their achievement motivation

Hypothesis of the study:

HO1 there is no significant difference between male and female students with regard to study habits

H02 There is no significant relationship between study habits and academic performance of the students.

Operational Definition

Study habits: study habits refers to the regular practices and methods students use to learn and retain information. This includes how they organize their study time, the techniques they use (like taking notes or reviewing), the environments they study in, and their overall approach to schoolwork.

Review of the Related Literature

The study of Ch. (2006), Khan (2016) this study found that guidance services significantly improved students' study attitudes, habits, and academic achievement. The study explored how socio-economic status and gender impact students' study habits. It highlighted the importance of understanding these factors for academic success. **Mubarak et al. (2017)** showed a significant relationship between study habits and students' academic performance, indicating that effective study habits correlate with better learning outcomes. Capuno, Necesario, Etcuban, Espina, Padillo, & Manguilimotan, (2019). This study assessed junior high students' attitudes, study habits, and math performance, finding a strong correlation between positive attitudes, effective study habits, and math achievement, with no significant differences based on gender or study medium. **Kaur & Singh (2020), Aaron & Skakun (1999)** examined the relationship between study habits and academic

performance, noting gender differences. A correlation analysis showed a weak negative relationship between study habits and performance. This study investigated the correlation between learning styles and academic performance in medical students, finding that higher surface learning scores were linked to younger age and higher GPA. **Ansary (2023)** found a significant positive correlation between achievement motivation and academic achievement among secondary students, with no gender differences. These studies emphasize the importance of guidance, study habits, and motivation in academic performance, while noting the influence of socio-economic factors and gender.

Methodology

These study falls under the category of descriptive research. A standardized tools was used to collect the data, thus a research design was adopted in order to carry out the further study.

Design of the Study

In this present study the researcher used descriptive survey type research method to conduct this study. The population of the present study all the secondary school students of all India considered as the population of this study. A sample is a smaller set of data that a researcher chooses or selects from a larger population using a pre-defined selection method. Researching the whole population is often impossible, costly, and time-consuming. Hence, examining the sample provides insights the researcher can apply to the entire population.

In the present study, sample comprises selected randomly. Research will take 50male students and 50 female students in

School students. So total 100 samples were selected for this study.

Major Findings

Students with a regular study schedule tend to perform better academically. Consistency helps reinforce learning and retention. Techniques such as summarizing, questioning, and teaching others enhance understanding and recall compared to passive reading. Students who break study material into manageable and use tools like planners often experience less stress and better performance.

Collaborative learning can enhance understanding, though it can also lead to distractions if not managed properly. A growth mindset and intrinsic motivation are linked to more effective study habits and greater academic success. There is a significant positive correlation exists between achievement motivation and academic achievement of the secondary level of school students. There is no significant difference exists between male and female students of secondary school regarding their achievement motivation

Suggestion

Conduct long-term studies to observe how study habits evolve over time and their impact on academic performance. Investigate study habits across various demographic groups, including different age ranges, socioeconomic backgrounds, and cultural contexts. Examine the role of motivation, stress management, and mental health on students' study habits and academic success. Analyze how different study environments (home, school, libraries) affect student productivity and focus. Compare study habits and outcomes

between different educational systems or teaching methods to identify best practices.

Conclusion

In conclusion, the study habits of school students play a crucial role in shaping their academic success and overall learning experiences. Effective study habits, such as good time management, active engagement with material, and the use of appropriate study techniques, contribute to better retention and understanding of content. Additionally, factors such as motivation, study environment, and peer influence can significantly impact these habits. By fostering positive study practices and addressing any barriers, educators and parents can help students develop the skills necessary for lifelong learning and academic achievement.

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Study Habits and Academic Achievement among Secondary Schools Students

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23NED013

Abstract

This study explores the relationship between study habits and academic achievement among secondary school students. Recognizing the critical role that effective study practices play in educational success, the research investigates how factors such as time management, self-discipline, and specific study techniques influence academic performance. The study also examines gender differences in study habits, highlighting trends where female students often outperform male peers academically, despite similar study practices. Key findings indicate a positive correlation between effective study habits and higher academic achievement, emphasizing the importance of structured study techniques and motivation. Additionally, the research identifies gaps in existing literature, suggesting avenues for future investigation, including longitudinal studies and the impact of socio-cultural factors. The study concludes that addressing contemporary distractions, such as mobile phone usage, and fostering an environment conducive to effective learning are essential for improving student outcomes.

Key words: Study habit, Academic achievement, Secondary school students.

Introduction

Study habits contribute significantly to the development of knowledge and perceptual capacities. They indicate how much a person will learn, how far they want to go, and how much they hope to earn. These factors can be determined through one's study habits throughout life. Thus, study habits are often considered correlates of scholastic or academic achievement. The range of a student's academic knowledge can often be inferred from the grades they earn during their learning period. High grades are typically viewed as indicators of substantial learning, while low grades may suggest lesser understanding. Poor study habits are a major cause of academic problems. Many students do not know how to study efficiently and effectively, leading to wasted time on assignments, overlooking

important facts, or giving up before completion. This lack of understanding about "how to study" can lead to disengagement from the educational process, potentially limiting their lifelong learning potential (Stella & Purtsotaman, 1993).

Stella and Purtsotaman (1993) noted that researchers have analyzed student achievement with reference to classifications such as high, average, and low achievers. In this conventional classification, the average score of a group serves as a standard norm. However, study habits vary from person to person. To assist learners in progressing, it is essential to develop suitable study habits by considering individual capabilities.

The development of effective study habits is beneficial not only for academic work but also for career advancement. The interrelationship between academic achievement and study habits plays a crucial role in shaping an individual's destiny. Generally, students who practice good study habits are more likely to excel than those who do not. Parents often desire that their children reach the highest levels of performance, which can place considerable pressure on students, teachers, and the educational system overall. This emphasis on academic achievement has led researchers to question why some students perform better than others. Unfortunately, explanations, while perhaps correct, often provide a limited perspective on the issue and merely scratch the surface of the problem (Dashpande, 1984).

Statement of the Problem

Secondary school students face significant distractions from mobile devices, hindering their study habits and academic performance. While female students generally achieve better results, the reasons for gender differences in study habits remain unclear. This study seeks to investigate the relationship between study habits and academic achievement, addressing these gaps to inform educational practices.

Objectives of the study

1. To study the study habits and academic achievement of secondary school students.
2. To study the differences of male and female students on study habits and academic achievement.
3. To study the relation between study habit and academic achievement of secondary school students.

HYPOTHESIS:

Ho₁ There is no significant positive relationship between study habit and academic achievement.

Ho₂ There is no significant difference in study habits between male and female.

Operational definition of the key terms

Study habit: it refers to time management, self-discipline, and techniques.

Academic achievement: it refers to the academic achievement of secondary school students.

Review of Related Literature

Recent studies have consistently highlighted the significant relationship between study habits and academic achievement across various student populations. **Siahi and Maiyo (2015)** found a positive correlation ($r = 0.66$) between effective study habits and the academic success of 9th-grade students. **Illahi and Khandai (2015)** noted that female college students outperformed their male counterparts academically, although both genders displayed similar study habits. **Sherafat and Murthy (2016)** emphasized that better study habits among secondary school students correlated with higher academic achievement. **Sakirudeen and Sanni (2017)** identified specific study practices, like note-taking and library use, as crucial for success in mathematics. **Singh (2019)** reported that students of non-working mothers exhibited better study habits than those of working mothers, and urban students outperformed rural peers.

Kaur and Singh (2020) also highlighted gender differences, with boys and girls showing distinct study habits influencing their academic performance. **Lone (2021)** underscored the importance of good study habits for academic success and personal development. Finally, **Thimmaraju (2022)** concluded that study habits are pivotal in determining secondary school students' academic achievements. Overall, these studies collectively emphasize the critical role of study habits in enhancing academic performance across different educational contexts.

Research Gap

Previous research on the relationship between study habits and academic achievement reveals several gaps that need further exploration. For instance, **Siahi and Maiyo (2015)** established a correlation but did not identify effective study strategies across subjects. **Illahi and Khandai (2015)** noted gender differences in academic performance without examining the sociocultural factors behind them. **Sherafat and Murthy (2016)** observed that secondary students had better study habits than senior secondary students but did not investigate the reasons for this decline. **Sakirudeen and Sanni (2017)** focused on specific practices in mathematics, leaving other subjects unexamined. **Singh (2019)** explored demographic influences but overlooked socioeconomic factors. **Bibi et al. (2020)** demonstrated a positive correlation without including students' perspectives on study practices. **Kaur and Singh (2020)** identified gender differences but did not delve into their underlying causes. **Lone (2021)** provided a broad overview of study habits without identifying effective interventions. **Singh and Gohain (2022)** found no gender

differences in study habits but did not consider school environment factors. Lastly, **Thimmaraju (2022)** established a relationship between study habits and achievement without addressing emotional or psychological influences. Addressing these gaps could enhance understanding of the interplay between study habits and academic performance across various contexts.

Methodology

The literature search was conducted in Google scholar, Research gate etc., using keywords such as “study habit”, “academic achievement”, “secondary school students” This reviewed featured diverse methodologies and sample sizes. **Siahi and Maiyo (2015)** surveyed 300 9th graders, while **Illahi and Khandai (2015)** compared 200 college students. **Sherafat and Murthy (2016)** assessed 250 secondary students, and **Sakirudeen and Sanni (2017)** focused on 150 mathematics students. **Singh (2019)** used a mixed-methods approach with 100 students, **Kaur and Singh (2020)** surveyed 300 for gender differences, **Lone (2021)** included 500 students, and **Thimmaraju (2022)** surveyed 400 to link study habits with academic success.

Findings

The major findings indicated a positive correlation between effective study habits such as time management, note-taking, and regular review—and higher academic performance. The study revealed that students who employed systematic study techniques tended to achieve better grades compared to those with less structured approaches. Additionally, the research highlighted the importance of self-regulation and motivation as significant

factors influencing both study habits and academic success. Overall, the study underscores the critical role of effective study practices in enhancing educational outcomes.

The major findings regarding differences between male and female students indicate that female students often achieve higher academic performance compared to males, as noted by Illahi and Khandai (2015). While female students displayed slightly better study habits, these differences were not always statistically significant (Illahi & Khandai, 2015; Singh, 2019). Singh (2019) also found that urban students had better study habits than their rural counterparts, without significant gender differentiation. Kaur and Singh (2020) identified statistically significant gender differences in study habits, suggesting that females tend to engage in more effective practices. However, Singh and Gohain (2022) reported no significant differences in study habits between genders, indicating variability in findings across studies. Overall, while female students generally perform better academically, the consistency of these differences in study habits warrants further investigation.

Further Suggestion:

Future research on study habits and academic achievement could benefit from several approaches. Longitudinal studies would provide insights into how study habits evolve over time and their long-term effects on performance. Investigating diverse populations, including variations by age, gender, and socio-economic status, could reveal important differences in study strategies. Additionally, exploring the integration of technology and digital resources might uncover new, effective

study habits. Qualitative methods, such as interviews and focus groups, could deepen understanding of students' perceptions of effective practices.

Furthermore, examining the influence of teachers and peers on study habits could highlight the social dynamics at play in academic success. Considering cultural factors and how they shape study behaviours would also be valuable. Lastly, research could focus on subject-specific study habits, assessing how strategies differ across disciplines, and testing interventions aimed at improving these habits could directly measure their impact on academic achievement.

Conclusion

The study has been undertaken to acquire new ideas and insight in the topic “study habits and academic achievement of students”. The main or the most common problem faced by the students is that they are not getting enough innovative ideas to manage their study habits. because of all the things happening around them like getting involved in the online gaming sites and mobile addiction all these things are filling their minds so instead of studying or reading one page the student would better use their time in mobile phones which is creating havoc in the present education system. the way everything can be found on internet no one is willing to visit the library and read some book to find whatever they are looking for as everything can be found on google so it's a way better to search in google instead of wasting time in reading books and journals .s the above mentioned things are the main problem that is prevalent in the present time so in order to balance the study habits and academic achievement we must decrease the mobile

time and focus more on the study materials. Secondly the college environment should be as per the requirement of students and the administration should focus on all round development and quality education.

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**RESEARCH ABSTRACTS
OF DISSERTATION**

A study on Examination Anxiety among the Secondary School Students of Namchi District.

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ABSTRACT.

Examination anxiety is a self-demanding factor that negatively affects students and their performances. The student is unable to give maximum productivity and the result would be critical. Many types of research have already been conducted in the area of students' anxiety about examinations. Keeping in view the situation and the previous studies conducted in the field of examination anxiety, provided the researcher with a sound ground to conduct a research study in the Indian scenario. The aims of the study were to investigate examination anxiety among secondary school students of Namchi. Descriptive survey method was used in this study to obtain pertinent and precise information. The objectives of the study were to study the levels of examination anxiety among secondary school students; to analyze the difference between male and female secondary school students in their examination anxiety; to explore the difference between private and government secondary school students in their examination anxiety. The investigator selected 100 secondary school students as a sample by using stratified random sampling from Namchi district. For collecting data, the investigator used Students' Examination Anxiety Test developed by Dr. Subash Sarkar. For the purpose of drawing results, the investigator used statistical techniques like mean, SD, t- test and coefficient of correlation. Pie charts and bar graphs were used for graphical representation. The results of the study revealed that low level of examination anxiety is possessed by 14% secondary school students, 26% secondary school students possess moderate level of examination anxiety, and 4% secondary school students possess high level of examination anxiety. Male secondary school students possess more examination anxiety as compared to female secondary school students; private secondary school students possess more examination anxiety than their counterpart's government secondary school students. Results indicated that there is no significant difference between boys and girls in secondary school in their examination anxiety and there is not much variation in the level of exam anxiety. Furthermore, the results revealed that the level of examination anxiety in boys and girls' students was the same. The conclusion is that both boys and girls show examination anxiety but are not significant enough though.

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Self-Control and Academic Achievement of Elementary School Students

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ABSTRACT

Self-Control is a vital skill in the 21st century, as it leads to a constant distraction and temptations. Self-control is the ability to control oneself, in particular one's emotions and desires, especially in different situation. Self-control serves as an executive function necessary for individual goal attainment. Self-control helps in maintaining discipline and achieving long-term goals. Self-control often includes personal success in various areas, including academics, career, health and relationships. Self-control refers to the ability to alter or override dominant response tendencies and regulate behaviours, and to control impulses and consider consequences. The term academic achievement is a broader term. The academic achievement defines as a performance of an individual in school, colleges and university. When an individual accomplished their certain goals in the field of education that describes the student has achieved their learning goals. Elementary school students are standards of class VI, VII and VII. It is also known as Primary School. It is typically referring to the first stage of formal education, coming after pre-school and before middle school. The present study is aimed to investigate the Self-control and Academic Achievement of Elementary School Students. For this purpose, sample of 100 elementary students (50 boys and 50 girls) were selected each 50 sample students were from Government school and Private school of elementary level were taken from Namchi District of Sikkim. The main objectives of the study were to find out the difference between boys & girl students with regard to self-control. The researcher has used descriptive method for the study. Tools that investigator has used for Self-Control Scale were standardized by Arun Kumar Singh, Alpna Sen Gupta and for Academic Achievement Inventory the researcher has used the past academic performance of the students. The results reveals that there is no significant difference between boys & girls with regard to self-control.

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Academic Procrastination and Academic Achievement among College students

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ABSTRACT

The present research was carried out to explore the relationship between academic procrastination and academic achievement among under-graduate college students which was mainly focused on analyzing the correlation between the variables. The sample for the present investigation was drawn by employing simple random sampling. The sample was 200 which comprised of 100 female and 100 male under graduate students from Sikkim government Namchi and Sanchaman Limboo Government Degree College, Gyalshing. The results were based on the primary objectives as well as the hypotheses. The result for the first Ho which was: there is no significant correlation between academic procrastination and academic achievement was rejected and also indicated that there was a weak and negative correlation between the two. Secondly, the result of the first objective which was to study the level of academic procrastination among the college students it showed that most of the students i.e. 70 came under the category of below average level of academic procrastination likewise only 1 student came under the category of extremely high level of academic procrastination. Likewise, the result showed that there is no significant difference in academic procrastination between the college students of Sikkim Government College Namchi and Sanchaman Limboo Government College, Gyalshing. Similarly, there exist significant difference in academic procrastination between male and female college students. The study also revealed that majority of the college student came on the category A- category of academic achievement and only 1 student came under the category of B-. Subsequently, the study presented with the result that there was a significant difference in academic achievement students and lastly it showed that there is no significant difference in academic achievement between the sample colleges. Crucially the results shows that higher the academic procrastination the lower the academic procrastination.

Keywords: Academic Procrastination, Academic Achievement.

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A Study on Attitude of Senior Secondary School Student Towards E-Learning

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ABSTRACT

This research aim to find the attitude of senior secondary school student towards e-learning. Now a day e-learning is also called electronic learning or web-based training is anywhere, anytime instruction delivered over the internet or a corporate internet to students and other learners via a browser. The targeted population for this research was government and private senior secondary school student from Namchi district and the 100 sample were collected out of which there was 50 male and 50 female. The objectives of the study are: To find out the difference between male and female senior secondary school student with regards to different dimension of e- learning. To find out the difference between government and private senior secondary school student with regards to different dimension of e-learning. To find out the difference between male and female senior secondary school student with regard to e-learning. To find out the difference between government and private school student with regard to e-learning. A simple random sampling is a randomly selected subset of a population. In the sampling method, each member of the population has an exactly has an equally chance of being selected. For the selection of the sample in the present study the researcher use the simple random sampling technique. The result revealed that some students are less familiar with the use of e-learning but while comparing male and female students, female students are more familiar with the use of e-learning. Further it was found that the private school students are more familiar with the use of e-learning.

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Effect of Parent–Child Relationship on Academic Performance of Secondary School Students

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ABSTRACT

One of the most significant and intimate relationship among human is that between parent and child. The aim of the study was to examine the effect of parent child relationship on academic performance of secondary school students. The sample consisted of 57 secondary school students comprising both male and female students from rural and urban area. The random sample was used to select a representative sample. Parent- child relationship scale developed and standardized by Dr. Nalini Rao (Bangalore) was used. This study was conducted to find out relationship of child with their mother and father where there are two dimensions of the parent- child relationship are linked to the child's psychology development. Positive dimensions includes protecting, indifferent, symbolic, reward, loving, objective reward. Similarly there are five negative dimensions symbolic punishment, demanding, object punishment, demanding, neglecting. In addition the reseacher examine the correlation between parent- child relationship and academic performance. The finding revealed that there is a moderate correlation between parent-child relationship and academic performance.

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A Study on Examination Anxiety and Academic Achievement of Senior Secondary School Student of Namchi District

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ABSTRACT

For all students whether brilliant or average if it comes to the question of facing examinations it evinces fear and mental conflict among them. This is because studying and writing examinations are not generally considered pleasant experiences. There is every chance for a student to fall a prey to the stress regarding taking up an examination unless proper counseling is given. Further, the present examination system is very competitive, the students are expected to show a good performance in exams and moreover for good placements the scores matter much. This makes the students more anxious about the examination. The students who are not able to cope up with anxiety may go worse and the achievement will be very low. Hence, this study is an attempt to find out the level of exam anxiety among the students and also the relationship between examination anxiety and academic achievement. The sample of the present study comprises of 100 students (Female-50 and Male-50). The study reveals that that maximum of the participants i.e., 29% are falling under the category of below average level of exam anxiety and minimum participant i.e., 1% were falling under high level and none in extremely high level of exam anxiety. Moreover, the hypothesis that there is no significant difference between male and female with regard to examination anxiety is failed to retain. Further, it indicates that there is a high degree of negative correlation exists between examination anxiety and academic achievement among senior secondary school student.

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A Study on Academic Anxiety and Academic Achievement on Senior Secondary School Students of Namchi District

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ABSTRACT

Anxiety is one of the most common psychological disorders in school aged children and adolescents worldwide. Academic anxiety is associated with substantial negative effect on children's social, emotional and academic success. Its specific effect includes poor social and coping skills often leading to avoidance of social interaction, loneliness, low self-esteem, perception of social rejection, difficulty in forming friendship and lower academic achievement. These emotional problems are often neglected as they are not easy to be detected by the parents or by teachers. Therefore, the present study was undertaken to study the level of academic anxiety and academic achievement. Further, attempt was made to understand the relationship between academic anxiety of secondary school students and their academic achievement. The sample of the present study comprises of 100 senior secondary school students (Female-50 and Male-50). The major findings reflect that the maximum of the participants was falling under below average category and minimum was falling under extremely low category and none of the participants were falling under extremely high level of academic anxiety. Further, the present study found that there is no significant difference in male and female with regard to academic anxiety and academic achievement. Furthermore, it was found that there is a low degree of positive correlation between Academic Anxiety and Academic Achievement among senior secondary school students

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Metacognition of The College Students of Sikkim

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ABSTRACT

Metacognition basically means thinking about thinking. It refers to a person's awareness and consideration of cognitive strategies and processes or to have awareness about own cognition. The problem of the study is- Metacognition of the College students of Sikkim. The objectives of the study were to find out the level of meta-cognition among college students, to compare level of meta- cognition of college students base on their gender, to find out the level of metacognition of college students base on locality and to find out the level of metacognition of college students base on management. The study was delimited to two districts of Sikkim Gangtok and Namchi. For the present study, 186 college students were selected as samples, 93 male and 93 female by using stratified sampling technique. According to investigator used descriptive survey method with quantitative data where investigator collected the data by herself. The tool that investigator used was developed by Dr. Punita Govil. The study revealed that there is average level of metacognition of college students of Sikkim, and government female student have above average level of metacognition, it was found that there is no significant difference on the basis of gender, locality and management.

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A STUDY ON EDUCATIONAL ASPIRATIONS AMONG BHUTIA TRIBES OF SIKKIM

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Education is essential for youth, as it equips them with requisite skills and competencies for competitive markets, increased income, and enhanced well-being. It restrains primal instincts and liberates individuals from their weaknesses. Aspirations represent a profound desire to attain significant accomplishments and achieve fame, thereby shaping behaviour and self-perception. The conventional indigenous educational system in Sikkim, grounded in Buddhism, is profoundly embedded in the culture of the Bhutia tribe. The study seeks to comprehend the educational aspirations of the Bhutia tribe, specifically among senior secondary students, in order to elucidate the distinct cultural, social, and economic factors influencing their academic progression. This investigation offers insights into conventional values and communal influences that shape their aspirations, while also emphasising the disparities and systemic obstacles they encounter. By examining these aspirations, effective strategies can be formulated to assist their educational objectives and promote a more inclusive and equitable learning environment.

The study seeks to examine the educational aspirations of Bhutia students in Sikkim and ascertain whether a significant gender-based disparity exists in these aspirations. The study employs a mixed-methods approach, emphasising a convergent parallel design and a limited sample size. The research employs a standardised instrument and a custom-designed questionnaire for data acquisition. The findings indicate that additional research may be performed on a larger sample size at the collegiate level, comparing male and female students. Recommendations encompass fostering parental engagement in education, offering scholarships and financial assistance, and instituting mentorship programs. Education is regarded as an essential factor in workforce development and possesses the capacity to change lives. Notwithstanding these endeavours, obstacles persist, including geographical isolation, restricted access to quality educational institutions, and economic development issues.

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SELF-CONTROL AND ACADEMIC RESILIENCE AMONG SECONDARY SCHOOL STUDENTS IN NAMCHI DISTRICT, SOUTH SIKKIM

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²Dr. Santosh Subba

ABSTRACT

Self-control refers to the self-regulation and self-discipline of conflicting thoughts, feelings, and actions to maintain a balance in academic matters and tackle resilience for achieving long-term goals. Academic resilience, on the other hand, refers to a student's ability to effectively deal with academic setbacks, stress, and challenges. Self-control and academic resilience are inter-related and inter-dependent terms for achieving better outcomes in school. The study is entitled Self-Control and Academic Resilience among Secondary School Students in Namchi District, South Sikkim. The objectives of the study were to study the nature of distribution of scores on the variable Self-control, to study the nature of distribution of scores on the variable Academic Resilience, to study the differences in the Self-control among secondary school students in Namchi District, South Sikkim with respect to gender of male and female, to study the differences in the Academic Resilience among secondary school students in Namchi District, South Sikkim with respect to gender of male and female and to study the relationship between Self-Control and Academic Resilience of secondary school students in Namchi District, South Sikkim. The study was delimited to Namchi district of Sikkim. The descriptive survey method was used in the present research by investigator. The population consist of secondary school students of Namchi District, South Sikkim, especially from classes IX to X. Sample consist of 100 students (50 male and 50 female) from five different secondary schools of Namchi District using simple random sampling technique. The tool that investigator used were: Self-Control Scale (Arun Kumar Singh & Alpana Sen Gupta) and Academic Resilience Scale (Dr. Mihir Kr. Mallick & Simranjit Kaur). Result found that distributions of scores of Secondary school students was normal i.e, $p=0.91$. Result found that distributions of scores of Secondary school students was normal. i.e, $p=.060$. The result suggest that there is a significant difference in the Self-Control of Male and female secondary school students. The result suggest that there is a significant difference in the Academic Resilience of Male and female secondary school students. The result found that the correlation coefficient of .272 suggests a positive but weak correlation between Self-Control and Academic Resilience.

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Personal Excellence...

The will to win, the desire to succeed, the urge to reach your full potential...these are the keys that will unlock the door to personal excellence.

-Confucius

Departmental Photographs

1. OUR STUDENTS SHINING IN YUVAAN COLLEGE FEST





2. TEACHERS DAY CELEBRATION IN THE DEPARTMENT



*3. FAREWELL PROGRAMME OF OUR BELOVED FACULTY
MRS. DAWA L. BHUTIA*



4. FAREWELL PROGRAMME OF OUR BELOVED UNDERGRADUATE AND POST GRADUATE STUDENTS

