

**“An Empirical Study On
The Modern Education Of Student Behavior And Emotions**

With Regard

To Mumbai University”

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ABSTRACT

Modern education has changed a lot with digital tools, smart classrooms, and interactive teaching methods. These changes affect how students learn and how they behave and participate in school. This study looks at how modern educational practices impact student behavior at Mumbai University, focusing on student’s confidence, classroom participation (silence versus engagement), and their willingness to take academic risks. The research relies on primary data collected from 30 undergraduate students using a structured questionnaire with a 5-point Likert scale, which was distributed through Google Forms. Secondary data from journals and previous studies helped support the theoretical framework. Descriptive statistical tools like percentages and charts were used to analyze the responses.

The findings show that modern teaching methods generally boost students’ confidence and make them more comfortable expressing their opinions in class. Many students noted that digital learning tools and supportive classroom environments lower their fear of speaking and encourage participation. However, the study also finds that many students still stay silent due to fear of judgment, hesitation, and low self-confidence, even when they know the correct answers. Overall, the study concludes that modern education positively impacts student behavior, especially in building confidence and encouraging active participation.

It also points out the need for emotional and psychological support along with innovative teaching methods to ensure all students benefit equally. This research provides valuable insights for educators and institutions looking to create more inclusive, engaging, and confidence-boosting learning environments.

INTRODUCTION

Modern education systems are continually evolving to address the shifting needs of society and the diverse learning requirements of students. These changes not only influence the curriculum and teaching methodologies but also have a profound impact on various aspects of student behavior. Understanding these behavioral changes is essential, as they play a critical role in shaping students' academic performance, social interactions, and overall personal development. This empirical study focuses on Mumbai University, aiming to explore how contemporary educational practices affect key dimensions of student behavior.

The study specifically examines three core areas: students' confidence levels, classroom participation as reflected in silence or engagement, and risk-taking behavior. Confidence is a vital factor that influences students' ability to express themselves, participate actively, and pursue academic and extracurricular opportunities. By investigating how modern education affects student confidence, the study seeks to identify whether current pedagogical approaches foster or hinder self-assurance among learners.

Classroom silence is another significant behavioral aspect under scrutiny. Silence during class can stem from various causes, including cultural norms, fear of judgment, lack of motivation, or teaching styles that do not encourage open dialogue. **Understanding the reasons behind this silence is crucial for developing strategies** that promote active participation, enhance communication skills, and create a more inclusive learning environment.

Risk-taking behavior in students is also a focal point of this research. Willingness to take risks, such as engaging in innovative thinking, asking questions, or participating in new activities, is often linked to creativity and deeper learning. **This study aims** to analyze how modern educational methods influence students'

propensity to take such risks, thereby shedding light on the effectiveness of current teaching practices in encouraging intellectual curiosity and resilience.

By examining these interconnected behavioral dimensions, this research aspires to provide a comprehensive understanding of how modern education at Mumbai University shapes student engagement and behavior. The findings are expected to offer valuable insights for educators, administrators, and policymakers, guiding improvements in curriculum design, teaching strategies, and student support services. Ultimately, this study seeks to contribute to the ongoing development of educational practices that not only impart knowledge but also nurture confident, participative, and adaptive learners prepared to meet future challenges.

REVIEW OF LITERATURE

Many studies have looked into the impact that digital learning and the way we present in this way have had on the development of confidence and communication skills of students in higher education. The first study was conducted by **Rakesh Sharma and Neha Gupta in 2019** and demonstrated the benefits of digital learning as opposed to a more traditional approach to developing communication skills and confidence. On the other hand, in 2020 Anjali Mehta demonstrated that continuous assessment and pressure to perform successfully through academic assessments had a negative effect on students' ability to develop their confidence.

Many pieces of research have been written about the impact of academic performance on the confidence of students; **Suresh Kumar and Amit Verma in 2018** investigated how student passiveness in a classroom may be influenced by fear of making a mistake due to lack of self-confidence. In contrast to this, **in 2021 Prakash Rao** concluded that students who only rely on digital tools for completing assignments have a limited ability to communicate with peers on a face-to-face basis and as a result tend to be more reticent to speak in class.

RESEARCH GAP

- Modern educational techniques, including digital learning, SMART classrooms, and activity-based learning, are becoming increasingly common and accepted; however, no conclusive research exists in regard to these methods. Most research on educational achievement has focused on academic

achievement (the measure of whether the student has succeeded), with little or no attention given to other factors, such as:

- Confidence, classroom silence and willingness to take risks as they relate to the child's participation in classroom activities.
- Psychological characteristics associated with the student, such as fear of being wrong, hesitation to speak up in class or whether the above-mentioned characteristics affect the use of modern educational techniques.
- The proposed research will be the beginning of an effort to close these gaps by exploring the combined effects of modern educational procedures.

OBJECTIVE

1. To study how modern education affects student's confidence.
2. To examine the reason behind classroom silence among students.
3. To analyse how modern education influences student's risk-taking behavior.

HYPOTHESIS

H1:- There is co-relationship between modern education and among the students.

H0:- There is no co-relationship between modern education and among the students.

RESEARCH METHODOLOGY

The aim of this study is to examine how different types of educational models affect student behavior at Mumbai University. We focus on self-confidence, participation levels, and willingness to take risks. We collected primary data through surveys to gather information about students' behavior and its connection to learning.

This includes self-confidence, participation, and risk-taking, which we analyzed using descriptive methods. Students completed a structured questionnaire to share their learning experiences. The questionnaire used a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Students filled out their questionnaires using Google Forms, which allowed them to express both subjective and objective opinions. This study will use a

sample size of 30 students selected through convenience sampling based on their availability and willingness to participate.

We will also gather secondary data from other sources, including academic journals, research papers, and previous studies that support our theoretical framework on education and student behavior. We will apply various methods in data analysis to calculate percentiles. We will present the data using graphs, charts, and pie charts.

This will help illustrate the patterns, trends, and relationships between current educational practices and student behavior. Previous studies have shown that this research method produces reliable data and will help us achieve our research goal.

SCOPE OF THE STUDY

- This study aims to explore how modern education shapes student behavior, particularly within the college environment at Mumbai University. It primarily examines the impact of contemporary teaching approaches, such as digital resources, smart classrooms, and interactive learning activities, on students' self-confidence, their participation in class, and their openness to taking risks, such as asking questions or expressing their views.
- The research seeks to uncover the reasons behind the differences in student engagement, where some actively contribute to discussions while others remain quiet despite knowing the answers. By gathering direct student feedback through a questionnaire, the study reflects their genuine experiences and perceptions of the current learning environment.
- The results are intended to assist teachers, university administrators, and educational planners in developing more effective classroom settings that enhance academic learning while fostering confident, articulate, and emotionally at ease students.

LIMITATIONS OF THE STUDY

- This study also has some limitations. The sample size of this study is small and limited to 30 undergraduate students of Mumbai University. Hence, the results may not be entirely representative of students of other courses, universities, or educational backgrounds.
- The study is limited to some modern approaches of teaching only, like the use of technology, smart classrooms, and interactive learning approaches. Other variables, which might affect the student

behavior, like personal background, mental health, family environment, or cultural differences, are not analyzed in depth.

- The data for this research is collected through a self-reported questionnaire, which implies that the answers are based on the honesty and subjective views of the students.

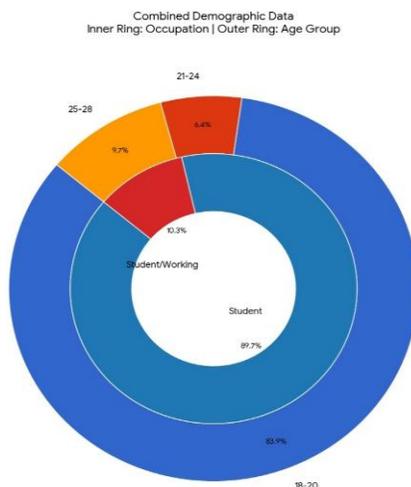
DATA ANALYSIS

Meaning: Data analysis is the process of collecting, cleaning, transforming, and interpreting data to uncover insights, identify patterns, and draw conclusions that answer the research question.

1)Age/Occupation

Age Group	Percentage (%)	No of Response
18-20	83.9%	25
21-24	6.4%	2
25-28	9.7%	3
Total	100	30

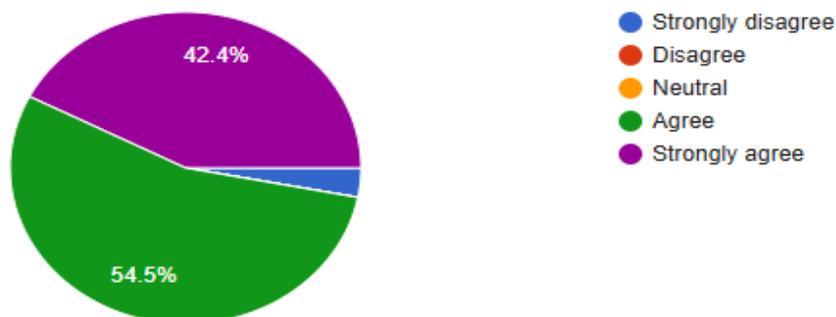
Occupation	Percentage (%)	No of Response
Student	89.7%	27
Students/Working	10.3%	3
Total	100	30



2) Digital learning tools (PPTs, smart boards, online classes) make learning easier

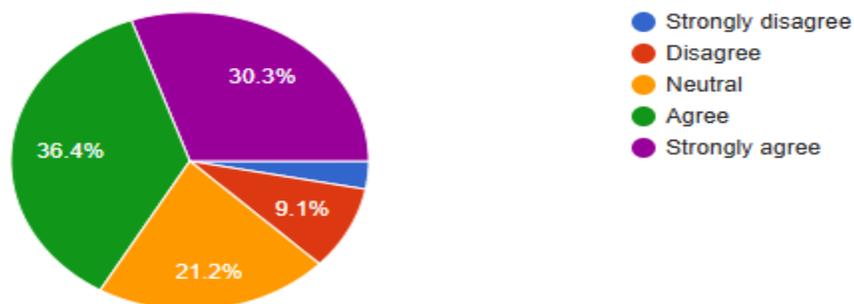
Category	Percentage (%)	Number of Responses
Strongly Disagree	3.0%	1
Disagree	0%	0
Neutral	0%	0
Agree	54.5%	16

Strongly Agree	42.4%	13
Total	100%	30



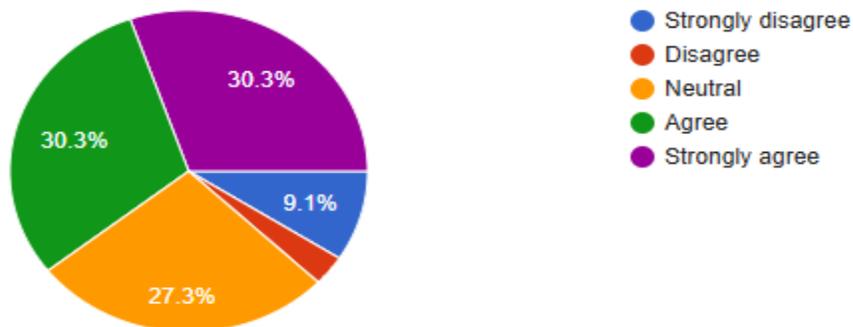
3) Teachers encourage students to participate actively in class.

Category	Percentage (%)	Number of Responses
Strongly Disagree	3.0%	1
Disagree	9.1%	3
Neutral	21.2%	6
Agree	36.4%	11
Strongly Agree	30.3%	9
Total	100%	30



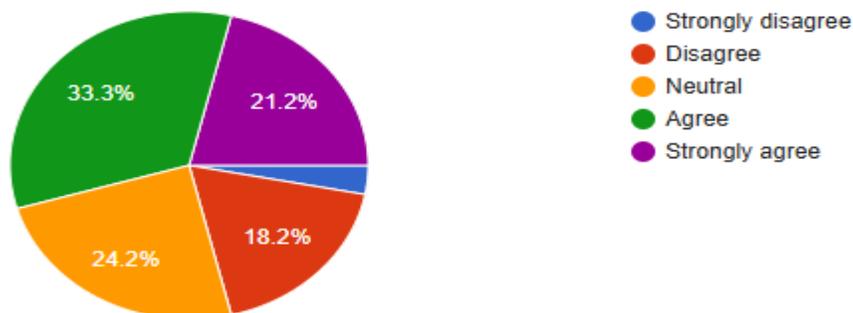
4) I often remain silent in class even when I know the answer.

Category	Percentage (%)	Number of Responses
Strongly Disagree	3.0%	1
Disagree	9.1%	3
Neutral	27.3%	8
Agree	30.3%	9
Strongly Agree	30.3%	9
Total	100%	30



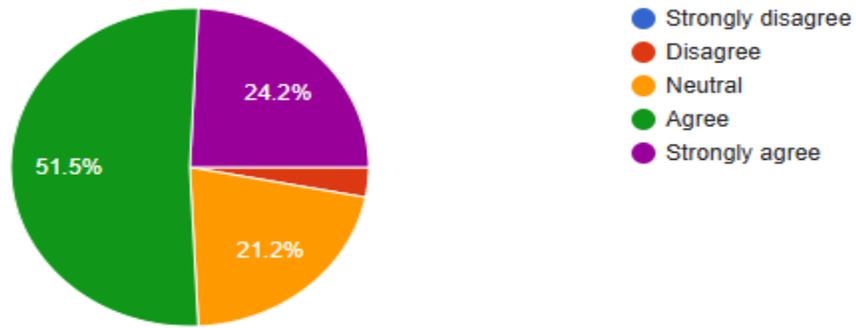
5) The modern classroom environment helps reduce my fear of speaking.

Category	Percentage (%)	Number of Responses
Strongly Disagree	3.0%	1
Disagree	18.2%	5
Neutral	24.2%	7
Agree	33.3%	10
Strongly Agree	21.2%	7
Total	100%	30



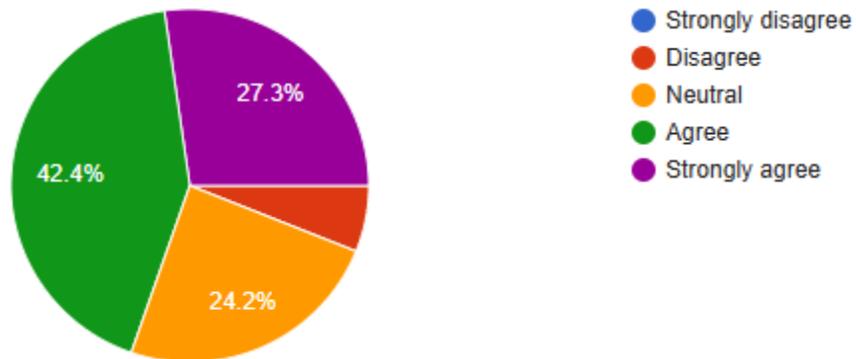
6) I feel more confident expressing my opinions because of modern teaching methods.

Category	Percentage (%)	Number of Responses
Strongly Disagree	0.0%	0
Disagree	3.1%	1
Neutral	21.2%	6
Agree	51.5%	16
Strongly Agree	24.2%	7
Total	100%	30



7) Overall, modern education has a positive impact on my behaviour as a student.

Category	Percentage (%)	Number of Responses
Strongly Disagree	0.0%	0
Disagree	6.1%	2
Neutral	24.2%	7
Agree	42.4%	13
Strongly Agree	27.3%	8
Total	100%	30



FINDINGS

Data from a survey of students at the University of Mumbai demonstrates that students' conduct is enhanced by the use of creative techniques for teaching in some manner. **Most of the respondents were undergraduates aged 18 to 20 who were enrolled full-time.**

Many of those surveyed indicated they learned more successfully because of the innovative methods used to teach (such as using smartboards and PowerPoint presentations and online courses). The majority of respondents expressed a belief in and comfort level with using innovative methods.

Although the majority of respondents stated that **instructors encouraged students to participate in class, some students chose to refrain from participating (i.e., did not raise their hand or provide answers) regardless of their knowledge.** These students may have one or more of several characteristics that hinder class participation, including fear of speaking (of both their peers and their instructor), reluctance to take risks (in front of their classmates and their instructor), and a lack of confidence to start a conversation (i.e., take risks).

Many students have stated that they feel more at ease contributing during class due in part to the changes made to create an environment conducive to learning. Many students also believe that employing new methods of instruction has led to increased confidence, as well as more participation, and changes in behavior. However, there continues to be a small subset of students who have yet to overcome their challenges (for example, some students still do not speak up in class, and would rather take risks than respond).

CONCLUSION

This research study looked at how modern education affects student behavior at Mumbai University, focusing on confidence, classroom participation, and risk-taking. The findings show that modern teaching methods, including digital learning tools and interactive practices, improve students' learning experiences. Most students reported feeling more confident and comfortable sharing their opinions because of these new educational approaches.

However, the study also found that some students still stay quiet in class, even when they have the right answers. This silence often stems from fear of speaking, hesitation, and low self-confidence, not a lack of

knowledge. While modern classroom settings have helped many students overcome fear and participate more, they have not completely addressed the issues faced by all learners.

Overall, the research confirms that modern education positively influences student behavior, suggesting a connection between modern teaching practices, student confidence, and participation. The study recommends that combining innovative teaching methods with emotional and psychological support can further increase student engagement and help develop more confident and active learners.

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