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## PREFACE

Family environment seems to impact academic performance. Families in common and parents in specific have often been considered to be the most significant support system obtainable to the child. The toughest factor in moulding a child's character or behavior is the relationship with their parents. Students who have struggled educationally in most circumstances are at higher risk of school avoidance, and eventually dropping out, than those who are effective. For the struggling students, however, school is often a place that only helps to strengthen the low self-esteem. The student attempts to evade this state of mind of failure by staying home. Family environment appears to influence school adjustment as well as academic performance. He does not see himself as a "good student" nor does he believe it is possible for him to ever become a good student, especially if he has participated in past interventions that have only proven to be frustrating and unsuccessful. It is obvious as a result of confirmation that parents relationship with their children in school do not affect them in any way negatively, as it is commonly understood that parents relationship with their children affect their concentration in the school environment and as such affect their academic performance.

School quality, broadly defined, is an important predictor of educational attainment and labor-market success. School size is one potential measure of school quality over which policymakers have some control. However, the benefits of larger schools have higher rates of student absences and social disorder that may hinder cognitive and social development. Perhaps unsurprisingly, empirical evidence on the relationship between school size and academic performance is mixed. The "current confusion in the literature" is at least partly driven by the cross-sectional, correlational nature of many previous studies of school size. Exceptions to these critiques include value-added style which analyses the use of instrumental-variables procedures to identify the impact of attending a small high school on educational achievement. This may be partially attributable to the recent "small schools" movement's focus on high schools.

The order in which a person is born into their family plays a substantial role in the individual's development of personality, character, intelligence, and career choices. The familial atmosphere is the first group experience a child has and the child's role in their family influences the development of the child's individual personality traits. In families, children learn what is valuable and meaningful to their parents and siblings and they compete with their siblings for various roles before they find their personal niche in the family. As children are socialized into their families, the children make a place for themselves and no two children make a place for themselves exactly alike, even in the event that they are identical twins. The meaning that an event will have an influence over a particular child's psychological development and it depends exclusively upon that child's interpretation of the event. First-borns possess a unique position in the family. The oldest child has the first choice of niche in the family system. The niche is often reflected as unyielding diligence in an attempt to please their parents. This is usually done in a traditional fashion via success in school and responsible behavior. They are perceived as more conscientious and achieving in comparison with the

child's other siblings. In fact, several of the personality attributes of first-born children include traits such as intelligent, obedient, stable, and responsible.

The study also depicts those demographic variables like gender and place of living and they do not affect learning styles. However, the type of institution in which the learner studies (Govt. /Private) significantly affects the preference of learning style. Education is the key to national development. It is the only panacea for the ills and evils of the country. The process of acquisition of knowledge continues from individual's birth to death through different ways. One of the most important processes of one's life is learning, which is a multi-sided phenomenon in nature. By providing purposeful education, we can easily raise the general level of intelligence of students and develop clear and sound thinking. Through education, we can enable them to appreciate new values and turn their acquisitive impulse to the direction of truth, as it enables the person to bring dynamic and constructive changes in society. Teaching/learning situation directly or indirectly depends upon the learning styles of learners. Different theorists and educationists have defined learning styles from each other in terms of learning. Kolb describes learning styles as an individual's preferred ways which they use to process information. Learning styles are "personal qualities that influence a student's ability to acquire information to interact with peers, family and teachers.

Students cannot show their real performances in learning processes and they fail because of procrastination behaviors. Determining the reasons of this behavior can decrease students' behaviors and help them show their performances. The behavior of academic procrastination is quite common among students. Locus of control, emotional intelligence, self awareness and emotional responses are the various internal contributors and parenting style, teaching style, institutional climate are external contributors to academic procrastination.

Test anxiety has been overwhelmingly identified as a two-factor construct, consisting of the cognitive (often referred to as "worry") and emotional (or effective) components. The prime view of the association between these two factors suggests the cognitive component that directly influences the performance of students in exams. While the emotionality components is associated but does not directly persuade test performance. The individual might experience a feeling of distress that their test anxiety performances are being prudently observed out to be assessed. Sometimes this can lead to low confidence (or) poor academic performance. Unless the test anxiety is reduced, it is very difficult to increase the academic performance.

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## FAMILY ENVIRONMENT AND ACADEMIC ACHIEVEMENT AMONG ADOLESCENT STUDENTS

\*K.Jagadeesh \*\*R.Subramanian

### Abstract

The research study focused on Family environment and Academic Achievement of Adolescent Students. Descriptive Survey method was employed to collect the data through questionnaire by adopting simple random sampling technique. The questionnaire was constructed and validated by the researches and administered on adolescent students. Percentages of marks in quarterly examination of adolescent students had used us an indicator of Academic Achievement. The sample size of this study comprised 235 higher secondary school students, among them 132 were boys and 103 were girls studying in various schools in Vellore District. To fulfill the objective of the study is to assess the Family Environment and Academic Achievement of Adolescent Students and to find the Family Environment and Academic Achievement of Adolescent Students based on Gender, Locality, Stream of study. Type of management and Parent's Educational Qualification. The results indicate that, the Family Environment and Academic Achievement of Adolescent Students is moderate in nature. It is also found that there is a significant difference in Family Environment of Adolescent Students with respect to Stream of study and there is a significant difference in Academic Achievement of Adolescent Students with respect to Locality and type of management. Family Environment and Academic Achievement are significantly correlated to each other.

**Key Words:** Family Environment, Sustainable development, Adolescent, Academic Performance.

### Introduction

In most of the societies about a century ago, the family was the most valued system in almost all spheres of life and human living. Family is the only institution which provides the security and support without any rewards in return. The effectiveness of family functioning in conditioning the children's personality and social development has on outstanding

importance (Roelfse and Middleton, 1985). The family interactions play an important role in the development of an individual. These interactions and interpersonal relationship are seen between parents, parent and child, siblings and any other relatives or persons living in the household. Children need a happy and stable family environment and a conducive social network for their overall growth and development.

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### **Review of related Literature**

Barmola K.C.,(2013)- Family Environment, Mental Health and Academic Performance of Adolescents. There could be various aspects of students' life which matter for them in academic performance. Family environment and mental health are analyzed with reference to academic performance in the present study to know the relationship between family environment and mental health, family environment and academic performance and mental health and academic performance. A sample of 300 high school students has been taken for the study. Findings shows that there is founding significant relationship between family environment and mental health, and mental health with academic performance.

Santosh Borah.,(2013) - Family Environment And Academic Achievement Of Adolescent Students Of Jorhat District, Assam. The study aimed to examine the relationship between family environment (FE) and the academic achievement of adolescent students of Jorhat District. The sample of the study consisted off 800 students studying in XI standard. Family environment inventory (EFI) was developed by the investigators and administered on adolescent students. percentages of marks in HSLC examination of adolescent students a

were used as an indicator of academic achievement. To fulfill the objectives of the study measures of central tendencies, measures of variability, percentage , 't' test , coefficient of correlation and ANOVA were computed. The result of the study reveals that family environment plays a vital role in student's life. It has a positive effect on academic achievement are significantly correlated to each other

### **Operational definitions**

#### **Family Environment**

Family environment usually refers to the climate, both physical and emotional, and the state of the family whether it is good, bad, dysfunctional etc

#### **Adolescence**

Erikson(1968) theorized adolescence as a period of identity crises characterized by adolescents' active search for a stable sense of self.

#### **Academic Achievement**

The term "Academic Achievement" is said to be the coinage of the great Greek philosopher, plato, according to whom 'academic achievement means the attainment level, at which a student function in his or her school task through a regular curriculum in a fixed place to which he named as the academy".

## Need of the Study

Family environment have direct and indirect effect on the academic achievement of students, which depends upon the availability of suitable learning environment ,financial supports, love and affection, encouragement and family structure etc. other than family environment many other factors may influence the academic achievement of student. Such factors maybe internal state of physical and mental health, motivation, anxiety, socio-economic background etc. the study seeks to examine the relationship between family environment and academic environment of adolescent students. So, the presence study is an attempt in this direction.

## Objectives of the study:

- To assess the level of Family Environment Of Adolescent Students.
- To assess the level of Academic Achievement Of Adolescent Students.
- To find out whether any significant difference exist in the Family Environment And Academic Achievement Of Adolescent Students with respect to :
  - Gender
  - Locality
  - Stream of study
  - Type of management

- Parents' educational qualification

- To find out whether any significant relationship exist between the family environment and academic achievement of adolescent students.

## Hypotheses of the study

The present study tested the following null hypotheses:

- There is no significant different in the family environment and academic achievement of adolescent students based on Gender.
- There is no significant different in the family environment and academic achievement of adolescent students based on Locality.
- There is no significant different in the family environment and academic achievement of adolescent students based on Stream Of Study.
- There is no significant different in the family environment and academic achievement of adolescent students based on Type of Management.
- There is no relationship between the family environment and academic achievement of adolescent students .

### Method and Procedure

Descriptive survey method is adopted for this study.

### Pilot Study

In order to validate and to find out the appropriateness of the tool pilot study was conducted on a sample size of 50. Among them 25 were Boys and 25 were Girls students of standard XI. The find tool was constructed after removing 10 statements (based on item total correlation).

### Research Tool

Family Environment questionnaire on a four-point scale (Always, Often,

Sometime, Never), constructed and validated by the researcher was used in this study. Reliability of the tool is found to be (split-half method) 0.76 and validity 0.87.

Percentages of marks in quarterly examination of Adolescent students has used as an indicator of Academic Achievement.

### Population and Sample Technique

Simple random sampling technique was used. Population of the study was 850 higher secondary students of Vellore districts. Sample for this study consist of 235 higher secondary school students (both boys & girls) of XI standard students studying in various schools of Vellore district.

### Hypothesis – 1

There is no significant difference in the Family Environment and Academic Achievement of Adolescent Students based on Gender

Table – 1

### Student's Family Environment and Academic Achievement with respect to their Gender

Variable	Gender	N	Mean	Std. deviation	t-value	L.O.S
Family Environment	Boys	133	127	13.1	0.483	N.S
	Girls	102	126	9.6		
Academic Achievement	Boys	133	56.5	12	0.026	N.S
	Girls	102	56	12		

From the table 1, it is inferred that the calculated 't' value was found to be 0.483, which is lesser than the table value and it is not statistically significant. Therefore, the null hypothesis is accepted. Hence there is no significant difference in the Family Environment with respect to Gender of Adolescent Students.

The calculated 't' value was found to be 0.026, which is lesser than the table value and it is not statistically significant. Therefore, null hypothesis is accepted. Hence there is no significant difference in the Academic achievement with respect to Gender of Adolescent Students.

### Hypothesis – 2

There is no significant difference in the Family Environment and Academic Achievement of Adolescent Students based on Locality.

**Table – 2**  
**Student's Family Environment and Academic Achievement with respect to their Locality**

Variable	Locale	N	Mean	Std. deviation	t-value	L.O.S
Family Environment	Rural	148	124.9	11.38	1.84	N.S
	Urban	87	129	12		
Academic Achievement	Rural	148	54.1	10	2.55	0.05
	Urban	87	60	14		

From the table 2, it is inferred that the calculated 't' value was found to be 1.84, which is lesser than the table value and it is not statistically significant. Therefore, the null hypothesis is accepted. Hence there is no significant difference in the family environment with respect to locality of adolescent students.

The calculated 't' value was found to be 2.55, which is greater than the table

value and it is statistically significant at 0.05 level. Therefore, the null hypothesis is rejected. Hence there is a significant difference in the academic achievement with respect to locality of adolescent students. Urban students have more interest towards learning and parents are motivated and encouraged the students to their achievement, so, urban students have more achievement compared to rural students.

### Hypothesis -3

There is no significant difference in the family environment and academic achievement of adolescent students based on stream of study.

**Table-4**

#### Student's family environment with respect to stream of study

Variable	Stream Of study	N	Mean	Std. deviation	t-value	L.O.S
Family Environment	Government	180	126.2	12.07	0.432	N.S
	Aided	55	127.5	10.6		
Academic Achievement	Government	180	53.21	10.13	4.441	0.01
	Aided	55	66.58	11.59		

From the table 4, it is inferred that the calculated 't' value was found to be 0.432, which is lesser than table value and it is not statistically significant. Therefore, the null hypothesis is accepted. Hence there is no significant difference in the family environment with respect to type of management of adolescent students.

The calculated 't' value was found to

be 4.441, which is greater than the table value and it is statistically significant at 0.01 level. Therefore, the null hypothesis is rejected. Hence there is a significant difference in the academic achievement with respect to type of management of adolescent students, aided school students have more academic achievement compared to government school students.

### Hypothesis-5

There is no relationship between the family environment and academic achievement of adolescent students.

**Table-5**

#### Students's Family Environment And Academic Achievement (Relationship)

variable	R value	P value	Relationship
Family environment Vs Academic Environment	0.198	0.002**	positive

\*\* - indicates the 0.01 level of significance

From the table 5 it is inferred that the calculated 'r' value was found to be 0.198, which is greater than the table value and it is statistically significant at 0.01 level. Therefore, the null hypothesis is rejected. Hence there is positive relationship between the family environment and academic achievement of adolescent students.

### **Finding of the study**

- The level of family environment of adolescent students is moderate (72%) in nature.
- The level of academic achievement of adolescent students is moderate (67.6%) in nature.
- There is significant difference in the family environment of adolescent students based on stream of study.
- There is significant difference in the academic achievement of adolescent students based on locality and type of management.
- There is positive relationship between the family environment and academic achievement of adolescent students.

### **Educational implications**

For the sustainable development, environment is not only important but also urgent. A special care, supportive family environment, help, encouragement, affection etc helps the adolescent for the development of their potentialities. Therefore, all the family members should

have to maintain a meaningful relationship in their family. The child's first attachment is with parents than with others. This attachment has strong influence on their child feeling, thinking, living styles and finally on academic performance.

### **Suggestions for further study**

- Based on this study its scope can be extended colleges and universities.
- This study was taken in Vellore district only. In future the study can extend to other parts of Tamil Nadu.

### **Conclusions**

The family environment and academic achievement of adolescent students has been analyzed and found to be moderate in nature. A supportive family environment with parenting behavior such as approval, praise, help, encouragement, physical affection and expression of term of endearment are positively related to academic achievement of adolescence.

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## SCHOOL ROBUSTNESS ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

\*M.Suresh \*\*Doreen Gnanam

### Abstract

The present study aims at examining the relationship between school robustness and academic achievement of students of Villupuram district (Tamilnadu). The Sample of the study of 100 students studying in XII standard. School Robustness (SR) developed by the investigator is used to collect data. Percentages of marks obtained by the students in XI standard examination conducted by state board were used as an indicator of academic achievement. Data were analyzed by using product moment correlation and t-test. The result of the study revealed that school robustness plays a vital role in a student's life. It has positive effect on academic achievement of the students. School robustness and academic achievement are significantly correlated to each other. A significance difference was found between the mean scores of school robustness of boys and girls of higher students.

**Key words:** School Robustness, Academic Achievement, Higher Secondary Students.

### Introduction

Education is one of the most powerful instruments of social, economic and cultural transformation necessary for the realization of national goals. In the modern society, education is considered to be an essential need of a human being. The world is becoming more and more competitive. Quality of performance has become the key factor of personal progress. Teachers desire that their students climb the ladder of performance to the highest level possible. Their desire to achieve a high level achievement from students put a lot of pressure on students, teachers and school. A lot of time is devoted and efforts are made to enable students to achieve better scholastic

endeavors. Thus education is a powerful tool to combat the cut-throat competition that an individual encounters at every juncture in life.

School robustness not only influences the academic achievement but also affects the mental condition of a student. On one hand, congenial school robustness supports a students to maintain a good mental and physical health and uncongenial school robustness forces him / her to develop several unpleasant mental conditions, like, tension, exam anxiety, stress etc., which leads to his / her poor academic performance. School robustness is often

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directly related to academic achievement.

School robustness is defined based on the following aspects such as the physical aspects of the setting, including design, location, furnishing and equipments: rules, regulation and program which govern daily life and teacher behavior. Benjamin Schneider (1975) defined school robustness as a mutually agrees internal or moral environments description of an organization's practices and procedures.

Moos (1979) say that "Although the specific types of educational environment needed depends in part on the type of people and on the outcomes desired. At least we need to focus on relationship, personal growth and system maintenance and change dimensions in describing, comparing, evaluating and changing the educational setting".

Research proves that positive school robustness directly impacts telling indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence and higher student achievement.

Sustainable, positive school robustness fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This school robustness

develops norms, values and expectations that support people to feel, socially, emotionally and physically safe. Each person contributes to the operations of the school and the care of the physical environment.

Academic achievement plays an important role in one's life because it pushes an individual towards his goal. It enables him to choose his vocation in this modern age of competition. It has also been noticed that individuals who perform academically higher also attain a higher status the society. This study explores the relationship between school climate, and academic achievement. The objective of the study is to focus on the perception of school robustness its impact and academic performance in adolescents.

### **Objectives of the Study**

- To study the relationship between School Robustness and Academic Achievement of boys and girls from higher secondary students.
- To study the relationship between School Robustness and Academic Achievement of boys of higher secondary students.
- To study the relationship between school robustness and Academic Achievement of girls of higher secondary students.

- To compare the mean scores of school robustness of boys and girls of higher secondary students.

### Hypotheses

- There is no significant relationship between school robustness and Academic Achievement of higher secondary students.
- There is no significant relationship between school robustness and Academic Achievement of boys in the higher secondary schools.
- There is no significant relationship between school robustness and Academic Achievement of girls in the higher secondary schools.
- There is no significant difference between mean scores of school robustness of boys and girls of higher secondary schools.

### Research design

Descriptive survey method was used in order to fulfill the objectives.

### Sample

A Sample of 100 students from six higher secondary school of Kallakurichi taluk, Villupuram district was selected by using simple random sampling technique.

### Tool used

1. School Robustness scale developed and by the investigator was used to study the school robustness of higher secondary students.
2. Academic Achievement: Percentage of marks obtained by the students in 11<sup>th</sup> standard state board was used as an indicator of Academic Achievement.

**Table – 1**  
**co-efficient of correlation between school robustness and Academic Achievement of higher secondary students**

Variables	Number	Mean	r-value	Level of significance
School Robustness	100	102.23	0.275	0.01
Academic Achievement	100	117.51		

It is evident from table – 1 that the calculated “r-value” for school Robustness and Academic Achievement is 0.275 which is greater than the value of 'r' at 0.01 level of significance at 98 degree of freedom. Hence, the null hypothesis Ho1 “There is no significant relationship between school

robustness and Academic Achievement of higher secondary students” has been rejected. Therefore, there is significant positive correlation between school robustness and Academic Achievement of higher secondary students.

**Table – 2**  
**co-efficient of correlation between school robustness and Academic Achievement of boys of higher secondary students**

Variables	Number	Mean	r-value	Level of significance
School Robustness	100	103.88	0.199	0.05
Academic Achievement	100	113.86		

It is evident from table-2 that the calculated “r-value” for school Robustness and Academic Achievement is 0.199 which is greater than the value of 'r' at 0.05 level of significance. Hence, the null hypothesis Ho2 “There is no significant relationship between

school robustness and Academic Achievement of boys of higher secondary students” has been rejected. Therefore, there is significant positive correlation between school robustness and Academic Achievement of higher secondary students.

**Table – 3**  
**co-efficient of correlation between school robustness and Academic Achievement of girls of higher secondary students**

Variables	Number	Mean	r-value	Level of significance
School Robustness	100	101.6	0.3421	0.01
Academic Achievement	100	114.22		

It is evident from table-3 that the calculated “r-value” for school Robustness and Academic Achievement is 0.3421 which is greater than the value of 'r' at 0.01 level of significance. Hence, the null hypothesis Ho3 “There is no significant relationship between

school robustness and Academic Achievement of girls of higher secondary students” has been rejected. Therefore, there is significant positive correlation between school robustness and Academic Achievement of higher secondary students.

**Table – 4**  
**Comparisons of mean scores of school robustness of boys and girls of higher secondary students**

Variables	Number	Mean	SD	r-value	Level of significance
School Robustness	50	108.85	21.14	3.37	0.01
Academic Achievement	50	98.6	18.10		

Table-4 reveals that the mean scores of School robustness of boys and girls are 108.85 and 98.6 and SD are 21.14 and 18.10 respectively. The calculated t-value is 3.37 which are greater than the table value at 0.01 level of significance. Hence, the null hypothesis Ho4 “There is no significant difference between mean scores of school robustness of boys and girls of higher secondary students” is rejected. Therefore, there is significant difference between mean scores of school robustness of boys and girls of higher secondary students.

### Findings

- Significant positive relationship was found between school robustness and academic achievement of higher secondary student.
- Significant positive relationship was found between school robustness and academic achievement of boys of higher secondary students.
- Significant positive relationship was found between school robustness and academic achievement of girls of higher secondary students.
- No significant difference was found between mean scores of school robustness of boys and girls of higher secondary school.

## Conclusions

The findings reveal a significant relationship between school robustness and academic achievement. When adolescents perceive their school as self sufficient, having freedom to make their own decisions then academic performance increases. A conflict on the other hand negatively contributes to academic performance. When students perceive more anger, criticism and arguments in the school their academic performance goes down. Results prove that school robustness impact of academic achievement. School robustness should be conducive to academic performance. Teachers who create school atmosphere, which fosters leaning have children who are academically inclined. On gender comparison, girls perceived more conflict than boys. This may be due to role expectation. At adolescence, girls are subjected to more heavy sex role constraints and must contend with culturally created values in the school. They are more vulnerable to social criticism. Boys, on the other hand perceived more control i.e., they perceived that their school has set rules and emphasized than girls by control in the teacher-adolescent relationship is a dynamic continually one and the adjustments that each makes to accommodate the changes will play a critical to part in determining the

adolescents development, his school adjustment and academic achievement. This study established that school robustness plays an important role in student's academic achievement.

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## INFLUENCE OF GENDER AND BIRTH ORDER ON LEARNING STYLE AND COPING BEHAVIOUR OF HIGHER SECONDARY STUDENTS

\* C.Jeba Evangeline

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### Abstract

The purpose of the study is to evaluate the learning style and coping behaviour of higher secondary students. In this study, the survey methodology is used. The sample of the study consists of 295 higher secondary students. Data is collected by using Learning Style Inventory, which was standardized by A. Hilliard (1989) and Coping Behaviour Inventory by Dai, Rost and Skermer (1997). Data was analysed through mean, standard deviation, "t" test and Anova. The major findings are a) the hemispheric dominance learning style and gender are not significantly associated b) there is no significant association between learning style and birth order c) girls are significantly higher than their counterparts with regard to coping behavior d) the coping behaviour of middle born higher secondary students significantly higher than that of first born and last born students e) the learning style and coping behaviour are not significantly associated.

### Introduction

Learning styles is a concept, which attempts to describe the methods by which people gain information about their environment. People can learn through seeing (Visually), hearing (auditory) or through touching (tactile) or manipulating of an object. Information about learning style can help faculty become more sensitive to the differences students bring to the classroom. It can also serve as a guide in designing learning experience the match or mismatch student's styles, depending on the teacher's purpose. Knowledge of learning style helps the students and enables them to do so thoughtfully and systematically.

Coping is the process of managing taxing circumstances, expending effort minimize, reduce or tolerate stress or conflict, to solve personal and interpersonal problems, and seeking to master. A coping skill is a behavioral tool which may be used by individual to offset or overcome or eliminate the underlying condition.

### Objectives of the Study

1. To find out whether there is any significant differences in learning style and coping behaviour with regard to gender and birth order.

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2. To find out whether there is any significant relation between the major variables of the study namely learning style and coping behavior.

### **Hypotheses of the Study**

1. There is no significant difference among boys and girls higher secondary students in their Learning Style.
2. There is no significant difference among boys and girls higher secondary students in their coping behaviour.
3. There is no significant difference among the first born, middle born and last born higher secondary students in their Learning Style.
4. There is no significant difference among the first born, middle born and last born higher secondary students in their coping behaviour.
5. There is no significant relation between the learning style and coping behavior of higher secondary students.

### **Hypothesis 1**

There is no significant association between the categories of learning styles of higher secondary students with regard to gender.

### **Design of the Study**

#### **Population and Sample**

The present investigation is carried out in the Thiruvallur district in Tamilnadu. 295 higher secondary students were selected using simple random sampling technique. As the study intends to collect data pertaining to learning style and coping behaviour among higher secondary students, survey method was used. The study was carried out in government school, government aided school and private schools of Thiruvallur district.

#### **Tools used**

- Hilliard's hemispheric dominance learning style inventory developed and validated by A. Hilliard (1989).
- Coping Behaviour Inventory standardized by Dai, Rost and Skermer (1997).

#### **Analysis of Data:**

The collected data are analyzed using the relevant statistical procedures, the details of which are given in the following tables.



**Table 1**  
**Showing Chi-square test revealing the extent of association between the hemispheric learning style and gender**

Gender	Hemispheric Dominance		Total
	Left	Right	
Male	89 (65.9)	46 (34.1)	135
Female	101 (63.5)	58 (36.5)	159
Total	190 (64.6)	104 (35.4)	294

Df=1

Value = .18456

Comparing the obtained value of chi-square (0.18456) with that of table value (3.841) at 0.05 level we find that hemispheric dominance learning style and gender are not significantly related. Hence

hypothesis-1 stating that there is no significant association between the categories of learning styles of higher secondary students with regard to gender is accepted.

### Hypothesis 2

The scores of coping behavior of boys and girls have been analysed as shown below.

**Table 2**  
**Showing the significant difference between the mean scores of coping behavior of boys and girls**

Group comparison	N	Mean	S.D.	S.E.	't'	Level of significance
Boys	135	58.9778	11.729	1.009	2.79	0.01
Girls	159	62.7610	11.398	0.904		

From the table, it is clear that girls are significantly higher than their counterpart with regard to coping behavior. Hence the hypothesis-2 stating that, "there is no

significant difference between the mean scores of coping behavior of higher secondary students with regard to gender", is rejected.

### Hypothesis 3

There is no significant association between the categories of learning styles of higher secondary students with regard to birth order.

**Table 3**  
**Showing Chi-square test revealing the extent of association between the hemispheric dominance learning style and birth order**

Birth Order	Hemispheric	Dominance	Total
	Left	Right	
First born	87 (65.4)	46 (34.6)	133
Middle born	46 (61.3)	29 (38.7)	75
Last born	57 (66.3)	29 (33.7)	86
Total	190	104	294

Comparing the obtained value of chi-square (.49457) with that of table value (5.991) at 0.05 level we find that hemispheric dominance learning style and birth order are not significantly related.

Hence hypothesis-3 stating that there is no significant association between the categories of learning styles of higher secondary students with regard to birth order is accepted.

### Hypothesis 4

The scores of coping behavior of students based on their birth order. (First born / Middle born / Last born) have been analysed and the obtained result is presented below.

**Table 4**  
**ANOVA showing the significant difference between the mean scores of coping behavior of first born, middle born, last born students**

Source	Sum of squares	Mean squares	D.F.	'F' Ratio	Level of significance
Between groups	947.7134	473.8567	2	3.5305	0.05
Within groups	39057.1199	134.2169	291		
Total	40004.8333		293		

As the obtained F-value is higher than the table value at 0.05 level, there is significant influence of birth order on the coping behavior of higher secondary

students. The data has been subjected to further analysis, the details of which are given below.

**Table 5**

**Showing the multiple comparisons of the mean scores of coping behavior of higher secondary students based on their birth order**

Group comparison	N	Mean	S.D.	S.E.	't' value	Level of significance
First born	133	60.3759	11.287	0.979	2.11	0.05
Middle born	75	64.0133	12.293	1.419		
First born	133	60.3759	11.287	0.979	0.61	N.S.
Last born	86	59.4186	11.405	1.230		
Middle born	75	64.0133	12.293	1.419	2.45	0.05
Last born	86	59.4186	11.405	1.230		

From the first case, t-value (2.11) is found to be greater than the table value (1.96) at 0.05 level indicating that there is significant difference between the mean scores of coping behavior of students of first born and middle born. In the case of first born and last born students, 't' value (0.61) is found to be less than the table 't' value indicating that there is no significant difference between the first born and last born student studying in higher secondary students with respect to coping behavior. In the third case, 't' value is found to be

significant 0.05 level indicating that there is significant difference between middle born and last born students on their coping behavior. From the above table, we can infer that the coping behavior of middle born higher secondary students significantly higher than that of first born and last born students. Hence hypothesis-4 stating that, "There is no significant difference between the mean scores of coping behavior of higher secondary students with regard to birth order" is partially verified.

### Hypothesis 5

Association between learning style and coping behavior of higher secondary students has been computed and presented in the following table.

**Table 6**  
**Showing Chi-square test revealing the extent of association between the learning style and coping behavior**

Coping behavior	learning style		Total
	Left	Right	
Low	39 (67.2)	19 (32.8)	58
Average	115 (61.5)	72 (38.5)	187
High	36 (73.5)	13 (26.5)	49
Total	190	104	294

DF = 2

Value = 2.65050

Comparing the obtained value of chi-square (2.65050) with that of table value (5.991) at 0.05 level, we find that learning style and coping behaviour are not significantly related. Hence hypothesis-5 stating that, "there is no significant association between the categories of learning style and coping behavior of higher secondary students" is accepted.

### Findings of the Study

On the basis of the above tables, the following findings have been emerged:

- The hemispheric dominance learning style and gender are not significantly associated.

- Girls are significantly higher than their counterparts with regard to coping behaviour.
- There is no significant association between learning style and birth order.
- The coping behaviour of middle born higher secondary students significantly higher than that of first born and last born students.
- The learning style and coping behaviour are not significantly associated.

### Educational Implications

Neurological studies indicate that education as it is now structured

develops only one part of the human brain i.e., (left brain) untouched which has a high level potential. Different teaching techniques and methodologies can be adopted to influence and activate the integrated hemisphere functions of the brain. For developing proper learning styles, school should provide seminars on time management, summarizing techniques and creative writings.

In modern society girls and boys are treated alike in the family. Girls possess a tendency to adjust with family members. By nature they are very soft in their character. Girls usually possess close interpersonal relationship with others than that of boys. Research on coping resources found that psychological birth order is related to the perception of coping resources in school aged children. Psychologically oldest children perceived themselves as having more family support, peer acceptance and social confidence whereas psychologically middle children scored lowest on these measures. Psychologically middle children limit the development or demonstration of coping resources. Middle borns are more emotionally stable while first and later-borns are more neurotic.

### Conclusions

The investigator concluded that it is a duty of every teacher to focus on the inducement of learning style and coping

behaviour among the students with appropriate strategies which will definitely improve the academic achievement of the students.

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## ACADEMIC PROCRASTINATION AMONG ELEVENTH STANDARD STUDENTS

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### Abstract

The aim of this study is to examine the academic procrastination among eleventh standard students with respect to gender, medium of instruction and types of schools. A sample collected from 303 eleventh standard students in Chennai and Ariyalur districts. Academic Procrastination scale was constructed and standardized by Justin D. McClosky (2011). Data was collected and analysed through 't' test and ANOVA. The findings of the study indicated that the eleventh standard students have average level of academic procrastination. English medium students have significantly higher academic procrastination than Tamil medium students. Students studying in Boys' schools have higher academic procrastination than students studying in Girls' and Co-education schools.

### Introduction

Academic Procrastination can be understood as knowing that one is supposed to, and perhaps even wanting to, complete a task but failing to perform the activity within the expected or desired time frame.

Academic Procrastination which can be named as reflection of daily postponement to school life is defined as to delay duties and responsibilities related to school, or to save them to the last minute (Haycock, McCarthy & Skay, 1998). Generally, it is common among the students who were graduated from high school and have just entered university (Kachgal, Hansn, Nutter 2001, Lee 2005).

The investigator has stated the problem as follows: ACADEMIC PROCRASTINATION AMONG ELEVENTH STANDARD STUDENTS

### Operational Definition

#### Academic Procrastination:

Procrastination is the voluntary delay of an intended and necessary and / or [personally] important activity, despite expecting potential negative consequences that out weigh the positive consequences of the delay.

### Objectives

1. To find out whether there is any significant difference between the mean scores of academic procrastination among eleventh

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standard students with regard to Gender.

2. To find out whether there is any significant difference between the mean scores of academic procrastination among eleventh standard students with regard to Medium of Instruction.
3. To find out whether there is any significant difference between the mean scores of academic procrastination among eleventh standard students with regard to Types of schools.

### Hypotheses

1. There is no significant difference between the mean scores of academic procrastination among eleventh standard students with regard to Gender.
2. There is no significant difference between the mean scores of academic procrastination among

eleventh standard students with regard to Medium of Instruction.

3. There is no significant difference between the mean scores of academic procrastination among eleventh standard students with regard to Types of schools.

### Sample Selected

In this study, the investigator selected 303 eleventh standard students from Chennai and Ariyalur districts as the sample.

### Research Tool

Academic Procrastination scale, constructed and standardized by Justin D. McClosky (2011) was used in the research study.

### Analysis and Interpretation of Data

After the collection of data mean, standard deviation, 't' test and ANOVA are used for the purpose of testing the null hypotheses, the results of which are given in the following tables.

**Null hypotheses-1: There is no significant difference between the mean scores of academic procrastination of eleventh standard students with regard to Gender**

**TABLE - 1**

Difference between Male and Female students with respect to academic procrastination among eleventh standard students

Group Comparison	N	Mean	S. D	Critical ratio value	L. S
Male	152	68.68	15.500	0.812	N. S
Female	151	67.19	16.484		

(Table value is 1.96 at 5% level of significant)



It is inferred from the table-1 that the calculated C.R value lesser than the table value at 5% level of significance. Hence, the null hypothesis is accepted. That is, there is

no significant difference between Male and Female students with respect to academic procrastination.

**Null Hypotheses-2: There is no significant difference between the mean scores of academic procrastination of eleventh standard students with regard to Medium of Instruction**

**TABLE - 2**

Difference between English and Tamil medium students with respect to academic procrastination among eleventh standard students

Group Comparison	N	Mean	S. D	Critical ratio value	L. S
English	128	74.33	13.504	6.319	0.01
Tamil	175	63.27	16.082		

(Table value is 2.576 at 1% level of significant)

It is inferred from the table-2 that the calculated C.R value is greater than the table value at 1% level of significance. Hence, the null hypothesis is rejected. That is, there is significant difference between English and

Tamil medium students with respect to academic procrastination. The mean score of academic procrastination of English medium students is higher than that of Tamil medium students.

**Null Hypotheses-3: There is no significant difference between the mean scores of academic procrastination of eleventh standard students with regard to types of schools**

**TABLE - 3**

Difference in the mean scores of academic procrastination based on type of schools.

Types of schools	Mean	S. D	F value	Remarks
Boys'	70.74	15.596	3.344	S
Girls'	65.57	15.646		
Co-education	66.27	16.344		

(Table value is 3.04 for 2, 300 degrees of freedom at 5% level of significance)

It is inferred from the table-3 that the calculated F value is greater than the table value (2, 300 degrees of freedom) at 5% level of significance. Hence, the null hypothesis is rejected. That is, there is significant difference between the mean scores of academic procrastination based on type of schools. Students studying in Boys' schools have significantly higher academic procrastination than students in Girls' and Co-educationschools.

### Findings of the study

The following are the findings of the present study:

1. English medium students have higher academic procrastination than the Tamil medium students.
2. Student studying in Boys' schools have significantly exhibited higher academic procrastination than students studying in Girls' and Co-education schools.

### Educational Implications

The findings of the study paved way to frame the following educational implications:

- When English medium students are scheduling a task, they plan the task properly. Also execute the task as planned. If they failed to finish it first day task then they try to complete it by the next day before sleep. Avoid postponing the task.
- Boys' schools have mostly procrastination occurs in academics due to boredom in executing the task. To avoid boredom free the mind in some recreational activities but not in email, chats or online

entertainment.

- Boys' schools students have lack of source availability might create academic procrastination so try to improve the knowledge during free time.

Academic procrastination occurs usual in Boys' schools as well as among English medium students. So, concentration is the essential thing to overcome academic procrastination. Develop the confidence level rather worrying about pending works.

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## TEST ANXIETY ON THE ACADEMIC PERFORMANCE OF THE HIGH SCHOOL STUDENTS

\* V. Rakshana \*\* Doreen Gnanam

### Abstract

This study discusses about the impact of test anxiety on the academic performance of high school students. Charles D. Spielberger Test Anxiety scale (1980) was used and Mid-term marks have been taken for academic performance. The investigator used survey method. The investigator has taken three hundred students among the categories of government, government- aided and private schools in Chennai district only. Convenient random sampling technique was used. The findings are: The male high school students have poor test anxiety compared to that of female. There is no significant difference between the mean scores of test anxiety of high school students with regard to type of management. Female high school students have high significant difference on the academic performance than male students. Private management have higher significant difference on the academic performance of high school students than other types of management. There is no significant correlation between test anxiety and academic performance of high school students.

### Introduction

Anxiety is a familiar emotion because it is part of everyone's experience. Its natural function is to alert us to potential threats, allowing us to evaluate and respond to them in appropriate ways. Anxiety is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behavior, such as pacing back and forth, somatic complaints, and rumination. It is subjectively unpleasant feelings of dread over anticipated events, such as the feelings of imminent death.

Test anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread,

fear of failure and catastrophizing that occur before or during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test. This anxiety creates significant barriers to learning and performance.

Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important.

Here, std. IX are particularly chosen in the study as they are in the threshold of choosing these careers and higher education.

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## Statement of the problem

The problem is stated as follows.

“The impact of test anxiety on the academic performance of the high school students”

## Significance of the study

Test anxiety can have broader consequences, negatively affecting a student's social, emotional and behavioral development as well as their feelings about themselves and school. Academic performance is the extent to which a student, teacher or institution has achieved their short or long term educational goals.

There are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement.

## Design of the study

This study was carried out by a survey method.

## Sample

The data was collected from 300 high school students in Chennai district. The data was collected by giving the standardized questionnaire to the students.

## Tools used for the study

The investigator used the following tools. They are listed below.

The tool for test anxiety, Charles D. Spielberger Test Anxiety Scale was used. Total items in the tool are 20.

Mid-term marks have been taken for academic performance.

## Objectives

1. To find out if there is any significant difference between the mean scores of test anxiety of high school students with regard to gender and type of management.

2. To find out the significant difference on the academic performance of high school students based on gender and type of management.

3. To find out whether there is any significant correlation between test anxiety and academic performance of high school students.

## Hypotheses

1. There is no significant difference between the mean scores of test anxiety of high school students with regard to gender.

2. There is no significant difference between the mean scores of test anxiety of high school students with regard to type of management.

3. There is no significant difference on the academic performance of high school students with regard to gender.

4. There is no significant difference on the academic performance of high school students with regard to type of management.

5. There is no significant correlation between test anxiety and academic performance of high school students.

## Analysis

### Hypothesis-1

There is no significant difference between the mean scores of test anxiety of high school students with regard to gender.

**TABLE-1**

Variables	Gender	N	Mean	Std. Deviation	'C.R' Value	Level of significance
Test anxiety	Male	172	45.42	7.908	1.742	N.S
	Female	154	46.92	7.637		

The test anxiety of selected high school students did not show any significant difference between males and females. It is lucid from the mean values that male (45.42) have poor test anxiety compared to that of

female (46.92). Hence, there is no significant difference between the mean scores of test anxiety of high school students with regard to gender. Therefore, the hypothesis-1 is accepted.

### Hypothesis-2

There is no significant difference between the main sources of test anxiety of high school students with regard to type of management.

**TABLE-2**

Variables	Source of variations	Sum of squares	df	Mean square	F	level of significance
Test Anxiety	Between groups	400.208	2	200.104	3.332	N.S
	Within groups	19400.381	323	60.063		
	Total	19800.589	325			

It is found that government school student had higher test anxiety compared with other type of management. Hence, there is no significant difference between the main

sources of test anxiety of high school students with regard to type of management. Therefore, the hypothesis-2 is accepted.

### Hypothesis-3

There is no significant difference on the academic performance of high school students based on gender.

**TABLE-3**

Variables	Gender	N	Mean	Std. Deviation	'C,R' Value	Level of significance
Academic performance	Male	172	58.552	19.5328	2.747	0.01
	Female	154	64.927	22.3651		

The above table explains that females (64.927) have higher academic performance than males (58.552). Hence, there is significant difference on the

academic performance of high school students based on gender. Therefore, the hypothesis-3 is rejected.

### Hypothesis-4

There is no significant difference on the academic performance of high school students based on type of management.

**TABLE-4**

Variables	Source of variations	Sum of squares	df	Mean square	F	Level of significance
Academic performance	Between groups	65765.159	2	32882.579	133.921	0.01
	Within groups	79308.259	323	245.536		
	Total	145073.418	325			

One-way ANOVA carried out to compare the academic performance of the selected high school students with different types of management. Hence, there is

significant difference on the academic performance of high school students based on type of management.

### Tukey's B Post Hoc Test

variables	Type of management	N	Subset for alpha=0.05		
			1	2	3
Academic performance	Private	99			82.790
	Government aided	133		54.610	
	Government	94	49.047		

Tukey's B Post Hoc test carried out for multiple comparisons divides the sample into three subsets showing difference between the three categories of management in the academic performance. With respect to their academic performance, it is found that private management had higher

academic performance compared with other types of management. It is also evident that government aided has better academic performance than government type of management. Therefore, the hypothesis-4 is rejected.

### Hypothesis-5

There is no significant correlation between test anxiety and academic performance of high school students.

TABLE-5

Variables	Academic performance
Test anxiety	r value = 0.061
	P value and level of significance=0.0274
	Not significant

It is understood that there is no significant difference between test anxiety and academic performance. The r value between test anxiety and academic performance are 0.061. Hence, there is no significant correlation between test anxiety and academic performance of high school students. Therefore, the hypothesis-5 is accepted.

### Findings

1. The male high school students have poor test anxiety compared to that of female.
2. There is no significant difference between the mean scores of test anxiety of high school students with regard to type of management.
3. Female high school students have

high significant difference on the academic performance than male students.

4. Private management have higher significant difference on the academic performance of high school students than other types of management.
5. There is no significant correlation between test anxiety and academic performance of high school students.

### **Educational Implications**

The study suggests the following to reduce test anxiety and improve academic achievement of the high school students.

1. They should be properly guided with necessary guidance programmes by the experts.
2. Separate counseling center can be established within the school premises to provide counseling services to the students.
3. Educational authorities should arrange meditation programme to the students.

4. Teachers should provide proper curricular and co-curricular activities to the students.

5. There should be perfect harmony and balance between growth and development. Hence the curriculum should include N.S.S, Scout and Guides activities and cultural programmes.

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Meston College of Education, the first private College of Education in Tamil Nadu was established in 1937. It caters to the needs of the teaching community by conducting academic programmes leading to B.Ed., and M.Ed. degrees and research programmes leading to M.Phil. and Ph.D. degrees. Meston College was the pioneer to offer M.Ed. Programme in 1943 and Ph.D. in 1975. Meston College introduced Special Education for the Mentally Handicapped at the B.Ed. and M.Ed. levels in 1988.

A special school at Muttukadu, our adopted willage, is run by the college to help the mentally challenged children.

Meston College of Education is aided by the Government of Tamilnadu and affiliated to the Tamilnadu Teachers Education University. It is also recognized by National Council for Teacher Education and UGC.

Meston College has been conducting state level cultural programmes, state level sports meet, National and State Level Seminars, Workshops, Conference, etc besides regular academic programmes.

Meston journal of Research in Education, a bi-annual journal is being published to help the teachers, teacher educators and Other Stakeholders in teacher educations disseminate their views and findings of their research and innovative practices. The editorial team consists of eminent scholars who have made a mark in the field of research and the college is hopeful that the journal would satisfy the needs of the teacher educators in their thirst for research.