FINDINGS

1. Anxiety of the Higher Secondary Students

(i) 14.1 percent of the higher secondary students have high level of anxiety.

(ii) 17.7 percent of male higher secondary students have high level of anxiety.

(iii) 14.4 percent of female higher secondary students have high level of anxiety.

(iv) There is no significant difference between male and female students in their anxiety.

(v) There is no significant difference between arts and science students in their anxiety.

(vi) There is significant difference between rural and urban students in their anxiety.

While comparing the mean scores of rural (mean=41.03) and urban (mean=42.29) students, urban students are better than rural students in their anxiety.

(vii) There is no significant difference between day scholars and hostellers in their anxiety.

(viii) There is significant difference among government, aided and self-financed school students in their anxiety.

While comparing the mean scores of government (mean=41.51), aided (mean=42.33) and self-financed (mean=40.98) school students, aided school students are better than government and self-financed students in their anxiety.

(ix) There is no significant difference among Hindu, Muslim and Christian students in their anxiety.
(x) There is no significant difference among OC, BC, MBC and SC&ST students in their anxiety.

While comparing the mean scores of OC (mean=40.63), BC (mean=41.46) MBC (mean=42.67) and SC&ST (mean=41.37) students, MBC students are better than OC, BC and SC&ST students in their anxiety.

(xi) There is no significant association between father’s education of the students and anxiety.

(xii) There is significant association between mother’s education of the students and anxiety.

(xiii) There is no significant association between father’s occupation of the students and anxiety.

(xiv) There is no significant association between mother’s occupation of the students and anxiety.

(xv) There is no significant association between parent’s annual income of the students and anxiety.

2. Temperament of the Higher Secondary Students

(i) 16.1 percent of the higher secondary students have high level of temperament.

(ii) 15.3 percent of male higher secondary students have high level of temperament.

(iii) 14.7 percent of female higher secondary students have high level of temperament.

(iv) There is significant difference between male and female students in their temperament.
While comparing the mean scores of male (mean=40.38) and female (mean=39.13) students, male students are better than female students in their temperament.

(v) There is no significant difference between arts and science students in their temperament.

(vi) There is no significant difference between rural and urban students in their temperament.

(vii) There is no significant difference between day scholars and hostellers in their temperament.

(viii) There is significant difference among government, aided and self-financed school students in their temperament. While comparing the mean scores of government (mean=38.46) aided (mean=41.46) and self-financed (mean=39.36) school students, aided school students are better than government and self-financed school students in their temperament.

(ix) There is no significant difference among Hindu, Muslim and Christian students in their temperament.

(x) There is no significant difference among OC, BC, MBC and SC&ST students in their temperament.

(xi) There is no significant association between father’s education of the students and temperament.

(xii) There is no significant association between mother’s education of the students and temperament.

(xiii) There is significant association between father’s occupation of the students and temperament.
(xiv) There is significant association between mother’s occupation of the students and temperament.

(xv) There is significant association between parent’s annual income of the students and temperament.

3. Adjustment of the Higher Secondary Students

(i) 17.5 percent of the higher secondary students have high level of adjustment.

(ii) 13.6 percent of male higher secondary students have high level of adjustment.

(iii) 15.4 percent of female higher secondary students have high level of adjustment.

(iv) There is significant difference between male and female students in their adjustment.

While comparing the mean scores of male (mean=47.08) and female (mean=48.94) students, female students are better than male students in their adjustment.

(v) There is significant difference between arts and science students in their adjustment.

While comparing the mean scores of arts group (mean=42.59) and science group (mean=49.25) school students, science group school students are better than arts group school students in their adjustment.

(vi) There is significant difference between rural and urban students in their adjustment.

While comparing the mean scores of rural (mean=47.15) and urban (mean=48.91) students, urban students are better than rural students in their adjustment.
(vii) There is no significant difference between day scholars and hostellers in their adjustment.

(viii) There is significant difference among government, aided and self-financed school students in their adjustment.

While comparing the mean scores of government (mean=47.94) aided (mean=48.99) and self-financed (mean=46.92) school students, aided school students are better than government and self-financed school students in their adjustment.

(ix) There is no significant difference among Hindu, Muslim and Christian students in their adjustment.

(x) There is no significant difference among OC, BC, MBC and SC&ST students in their adjustment.

(xi) There is significant association between father’s education of the students and adjustment.

(xii) There is significant association between mother’s education of the students and adjustment.

(xiii) There is significant association between father’s occupation of the students and adjustment.

(xiv) There is significant association between mother’s occupation of the students and adjustment.

(xv) There is significant association between parent’s annual income of the students and adjustment.

4. Academic Achievement of the Higher Secondary Students

(i) 17.9 percent of the higher secondary students have high level of academic achievement.
(ii) 19.2 percent of male higher secondary students have high level of academic achievement.

(iii) 18.3 percent of female higher secondary students have high level of academic achievement.

(iv) There is significant difference between male and female students in their academic achievement.

While comparing the mean scores of male (mean=65.90) and female (mean=69.44) students, female students are better than male students in their academic achievement.

(v) There is significant difference between arts and science students in their academic achievement.

While comparing the mean scores of arts group (mean=61.29) and science group (mean=69.10) school students, science group school students are better than arts group school students in their academic achievement.

(vi) There is no significant difference between rural and urban students in their academic achievement.

(vii) There is no significant difference between day scholars and hostellers in their academic achievement.

(viii) There is significant difference among government, aided and self-financed school students in their academic achievement.

While comparing the mean scores of government (mean=59.49) aided (mean=66.74) and self-financed (mean=76.89) school students, self-financed school students are better than aided and government school students in their academic achievement.
(ix) There is no significant difference among Hindu, Muslim and Christian students in their academic achievement.

(x) There is no significant difference among OC, BC, MBC and SC&ST students in their academic achievement.

(xi) There is significant association between father’s education of the students and academic achievement.

(xii) There is significant association between mother’s education of the students and academic achievement.

(xiii) There is no significant association between father’s occupation of the students and academic achievement.

(xiv) There is significant association between mother’s occupation of the students and academic achievement.

(xv) There is significant association between parent’s annual income of the students and academic achievement.

5. **Relationship between Academic Achievement and (i) Anxiety (ii) Temperament and (iii) Adjustment of the Students**

   (i) There is significant relationship between academic achievement and anxiety. But there is no significant relationship between academic achievement and (i) anxiety and (ii) temperament, (iii) adjustment of the students.

   (ii) There is no significant relationship between academic achievement and (i) anxiety and (ii) temperament, (iii) adjustment of the male students.

   (iii) There is significant relationship between anxiety and academic achievement of the female students. But there is no significant relation between academic achievement and (i) temperament, (ii) adjustment of the female students.
(iv) There is significant relationship between anxiety and academic achievement of the rural students. But there is no significant relation between academic achievement and (i) temperament and (ii) adjustment of the rural students.

(v) There is no significant relationship between academic achievement and (i) anxiety (ii) temperament and (iii) adjustment of the urban students.

6. Influence of Anxiety, Temperament and Adjustment on Academic Achievement of the Higher Secondary Students

(i) There is significant influence of anxiety, temperament and adjustment on academic achievements of the higher secondary students.

(ii) There is significant influence of anxiety, temperament and adjustment on academic achievements of the male students.

(iii) There is significant influence of anxiety, temperament and adjustment on academic achievements of the female students.

(iv) There is significant influence of anxiety, temperament and adjustment on academic achievements of the rural students.

(v) There is significant influence of anxiety, temperament and adjustment on academic achievements of the urban students.

7. Factor Analysis

There is significant factor with positive loading of the four variables namely academic achievement, anxiety, temperament and adjustment. The factor for the sample has been identified as “Study Behaviour”.

INTERPRETATIONS

1. Anxiety of the Higher Secondary Students

The ‘t’ test result reveals that the urban students have more anxiety than the rural students. This may be due to the fact that the urban students are packed with more
academic programmes such as attending tuition, effectively participating in home work, class work and other factors of learning. Further, the urban students are responsible in their home.

The ANOVA result shows that the aided school students have more anxiety than the government and self-finance school students. This may be due to the fact that the aided schools have better curricular and co-curricular facilities which are helpful for students to be active throughout the day. It is widely accepted that the aided schools do better not only academically but also on other aspects of learning.

The ANOVA result shows that the MBC students have more anxiety than the OC, BC and SC&ST students. This may be due to the fact that the MBC students have better environment and musical activity which are helpful for the students to be active throughout the day. It is widely accepted that the MBC students do better not only academically but also on other aspects.

The chi-square test result reveals that mother’s educational qualification is influencing the anxiety of higher secondary students. This may be due to the fact that the possibilities of the required need pertaining to education being met by the educated mothers is more and reduces to a large extent the anxiety stress of the students. Having good educational qualifications, the mothers are able to control the anxiety stress of their children.

The chi-square test result reveals that father’s and mother’s occupation is influencing the anxiety of higher secondary students. This may be due to the fact that the children hailing from the rich families enjoy the social and economic benefits and this serves as one of the prime factor in determining the higher level of anxiety.
The chi-square test result reveals that the annual income of the parents is influencing the anxiety of higher secondary students. Higher is the income, higher is the enjoyment of the facilities and opportunities that would contribute to the development of the emotional factors. Hence, the students from the higher income families are observed to have anxiety.

2. Temperament of Higher Secondary Students

The ‘t’ test reveals that the male students are better than the female students in their temperament. This may be due to fact that in Indian family system, male are trained in a way where they are not allowed to show explicitly their temperament everywhere due to social restriction, norms and culture. Moreover, they have intelligence to control and use their temperament positively in proper degree and in proper place.

The ANOVA result shows that the aided school students are better than the government and self-financed school students in their temperament. This may be due to the fact that the aided schools have better curricular and co-curricular facilities which are helpful for improving temperament. It is in general widely accepted that the aided schools do better not only academically but also on other aspects.

The chi-square test result reveals that father’s and mother’s occupations are influencing the temperament of higher secondary students. This may be due to the fact that the employed parents have good relationship with families of the fellow employees’ families. In many cases, the children of the father’s work place visit the house and maintain good friendship and so these children would be in an advantageous position to learn the technique of having good temperament.
The chi-square test result reveals that the parent’s annual incomes are influencing the temperament of higher secondary students. This may be due to the fact that the children of the rich parents have many opportunities to extend their relationship with members of the clubs and other public organizations in which their parents are actively involved.

3. Adjustment of Higher Secondary Students

The ‘t’ test result reveals that the female students are better than the male students in their adjustment. This may be due to fact that in Indian family system, female are trained in a way where they are not allowed to show explicitly their adjustment everywhere due to social restriction, norms and culture. Moreover, they have an intelligence to control and use their adjustment rightly in proper degree and in proper place.

The ‘t’ test result reveals that the science group students are better than the arts group students in their adjustment. This may be due to the fact the science group students are exposed to practical work that requires sharing of knowledge and skills. Further, the science students are expected to share in the process of learning.

The ‘t’ test result reveals that the urban students are better than the rural students in their adjustment. This may be due to the fact the urban students have wider exposure and are aware of the recent developments in the field of adjustment. The opportunities available to the urban students to study and learn adjustment is also more when compared to the rural students.

The ANOVA result shows that the aided school students are better than the government and self-financed school students in their adjustment. This may be due to the
The chi-square test result reveals that the father’s and mother’s educational qualification are influencing the adjustment of higher secondary students. This may be due to the fact that educated parents are more aware of the day-to-day happenings in the society by their experience. Further, the educated parents will have an extended and a wider social relationship in the working-circle and this adjustment is transmitted by the parents to their children.

The chi-square test result reveals that father’s and mother’s occupation influence the adjustment of higher secondary students. This may be due to the fact that the interaction of the parents with fellow workers and adjustment aspects is transferred to the children to develop the adjustment.

The chi-square test result reveals that the parent’s annual income is influencing the adjustment of higher secondary students. This may be due to the fact that the students hailing from higher income group will indeed have an ample exposition and extravagant social occasions leading to improve their leadership and efficacy attributes. Besides this, the higher income segment students are gifted with electro-techno audio-visual global and ground realities of different strata. The domineering and empowering hidden money power and an attitude to lead rather than to be led in the macro-cosmos.

4. Academic Achievement of Higher Secondary Students

The ‘t’ test reveals that the female students are better than the male students in their academic achievement. This may be due to fact that the female concentrate more in
their studies without being much disturbed by the external phenomena unlike the male. The submissive and obedient nature of female, the committed guidance of the women teachers and the conduciveness created in the school climate that encompass the campus make the female to do better in studies and to be in the forefront of academic achievement.

The ‘t’ test result reveals that the science group students are better than the arts group students in their academic achievement. This may be due to fact that the science group students are highly motivated to score higher marks in the public examination which forms the basis for their further higher studies and career options. Further, a higher level of parental and administrative compulsion is exerted upon the science group students to do better than the arts group students

The ANOVA result shows that the self-financed school students are better than the government and aided school students in their academic achievement. This may be due to the fact that the self-financed schools largely depend on the fee from the students for their sustenance and development to the extent that even teachers depend on the fee collected for their monthly salary. In this bound context, unless a good academic achievement is produced, they can’t survive and flourish and also these teachers work more and do their best to make their students excel in academic achievement.

The chi-square test results reveal that the parent’s educational qualification, father’s occupation and parent’s annual income are influencing the academic achievement of their students. This may be due to the fact that the home and the school environment of the students from the highly educated parents, better earned and higher income group is indeed far better than the low-educated and low-earned. The better-educated and earned parent’s children would be no doubt better because of the facilities
provided by their parent that lead to a better academic achievement. The study by Vamadevappa (2005) supportively revealed that there was a positive and significant relationship between parental involvement and academic achievement.

5. Relationship of Academic Achievement and Anxiety, Temperament and Adjustment of the Higher Secondary Students

The study reveals that there is significant relationship between academic achievement and anxiety of the students. It may be due to the fact that the students, who have got better knowledge of themselves and others, learn and acquire the skill of managing themselves. A person who knows to manage himself can control himself and keep himself abstained from the distractive factors that deviates the attention while being involved in studies as John Milton says, “He who reins within himself and rules passions, desires, and fears is more than a King”. Further, those who manage themselves can concentrate on their work and in the case of the studies leading to quicker and longer retention resulting in higher achievement. On the contrary, those who struggle to manage themselves owing to severe anxiety and they cannot concentrate and employ the demanded attention and eventually they would perform poorly in the area of academic achievement. It becomes a causative entailed effect that mild anxiety offshoots better academic achievement.

The study reveals that there is significant relationship between academic achievement and anxiety of the female. This may be due to the fact that the level of performance in academic achievement depends largely on the ability the female to write competitively if it is a written test and on the ability to speak convincingly if it is an oral test.
The study reveals that there is significant relationship between academic achievement and anxiety of the rural students. This may be due to the fact that the level of performance in academic achievement by the rural students is less. Further, the rural students have problems other than their academic concentration.

6. Influence of Anxiety, Temperament and Adjustment on Academic Achievement of Higher Secondary Students

Multiple correlation analysis reveals that there is significant influence of anxiety, temperament and adjustment on academic achievement of the higher secondary school students in its entirety. This may be due to the fact that the students who are emotionally balanced would be good at reasoning and objective in approaching towards their students. Further, those students with higher level of anxiety would have control over themselves boosting up their temperament. The adjustment would help the students to identify their pitfalls in academic process and find a way that leads to higher academic achievement.

Multiple correlation analysis reveals that there is significant influence of anxiety, temperament and adjustment on academic achievement of the male. This may be due to the fact that the contemporary society scarcely imposes restrictions on the social movement of the male. The freedom enjoyed by the male reduces their tension, augment their temperament, and keep the door open reflect soberly and these factors would indeed improve the academic achievement. Further, temperament of the male help them in bringing out their inner abilities to score high in their academic achievement just as adjustment the learned material in their memory span.

Multiple correlation analysis reveals that there is significant influence of anxiety, temperament and adjustment on academic achievement of the female students. This may
be due to the fact that normally the friendship circle is narrow and this keeps them to be on the higher levels of anxiety. Spending more time in their studies would certainly heighten the academic achievement owing to their diligent adjustment. The less distracted environment in which the female are brought up helps them to retain the learnt concept for longer duration and retrieve while presenting or applying them in the examination. The parents controlled and guided upbringing of the female paves way for managing themselves during their developmental staged. On the contrary, if the female are emotionally imbalanced, they would have struggle much in attaining success. As anxiety is the corner stone for temperament and adjustment, those students who are at the higher plane on these aspects will be high in their academic achievement.

Multiple correlation analysis reveals that there is significant influence of anxiety, temperament and adjustment on academic achievement of the rural students. This may be due to the fact the rural students have more level of anxiety that leads to a balanced level of temperament and adjustment. In case of improved level of temperament and adjustment the level of anxiety reduces, this leads to an improved level of performance in academic achievements.

Multiple correlation analysis reveals that there is significant influence of anxiety, temperament and adjustment on academic achievement of the urban students. This may be due to the fact the urban students have more level of anxiety that influences the temperament and adjustment of the students. Further, this will automatically reduces the anxiety and improves the level of academic achievement in the urban students.
7. Factor Analysis

The factor analysis of the correlation matrix yielded two factors, with high loading. The factor the sample has been identified as **Study Behaviour**. This factor may be explained in terms of anxiety, temperament, adjustment and academic achievement.

**RECOMMENDATIONS**

On the basis of findings, the investigator has given the following recommendations to educational administrators:

1. In order to reduce the anxiety of the higher secondary students, they should be properly guided with necessary guidance programmes by the experts.

2. Separate counseling centers can be established within the school premises to provide counseling services to the students. Trained counselors must be appointed in schools.

3. Educational authorities should arrange meditation programme to the students. ‘Yoga’ must be introduced as one of the subjects in the school syllabus.

4. Teachers should help the students to participate in curricular and co-curricular activities to the students.

5. Schools should implement logical thinking and equitable attitude in their students which will sharpen their mind and thinking capacity.

6. The higher secondary students should be provided with various opportunities to become good tempered and well adjusted citizens.

7. The higher secondary students are having better adjustment scores. It may be due the experience gained in their home and school environment. So present environment should be maintained to retain the adjustment of higher secondary students studying in rural and urban area.
8. Group study should be encouraged as temperament enhances the academic achievement.

9. Students must be given practical work in the higher secondary school curriculum so that they gain hands-on working experience. The curriculum must be activity and web-based.

10. The anxiety of higher secondary students is in moderate level. Therefore, the teachers and parents should take steps to minimize their anxiety level.

11. Parent-teacher relationship must be healthy so that they can plan together for bringing out the best in their male and female children.

12. A new examination system would be evolved to create interest in the process of learning.

13. Group sessions, contact programmes and special awareness programmes could be conducted periodically to reduce the anxiety of the higher secondary students.

14. Separate marks and rewards must be allowed for the good handwriting of the students in aided and self-finance schools to enhance their temperament.

15. Short-term integrated courses for general and professional education may be organized for the teachers.

16. Multimedia based teaching can be adopted by the teachers at the higher secondary level.

17. Innovative methods such as seminar, debate, discussion, symposium and brainstorming methods should be adopted in the schools.

18. There should be perfect harmony and balance between growth and development. Hence the curriculum should include N.S.S., Scout & Guides activities and cultural programmes.
SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the findings the investigator has given the following suggestions for further research.

1. A study of relationship of affect intensity, anxiety with academic achievement of the higher secondary students.
2. Relationship between anxiety and modernity of the higher secondary school students.
3. Relationship between anxiety and creativity of the higher secondary school students.
4. Relationship between temperament and adjustment of the higher secondary school students.
5. A study on temperament and locus of control college students.
6. The same study can be done in professional fields including medical students, engineering students, M.B.A. students and B.Ed. students.
7. A study could be conducted on the impact on anxiety of higher secondary students on personality development.
8. A study could be made on school environment and adjustment of higher secondary students.
9. A study could be conducted on social maturity and emotional maturity of high and higher secondary level.
10. This study is confined only to Southern districts of Tamilnadu. A similar study may be conducted in other parts of the states and country also.
11. A comparative study on emotional and educational problems of normal and physically challenged students of higher secondary students.