CHAPTER – I
INTRODUCTION AND CONCEPTUAL FRAMEWORK

EDUCATION

The word ‘Education’ owes its origin to the two Latin words “Educare and Edcere”. The word Educare means to ‘nourish or to bring up’. The term Edcere means to bring forth or to draw out’. Thus, the term “Education” has come to mean the act of teaching, training and learning.

Education has manifold functions in the modern world. It is for preservation, transmission and advancement of knowledge and also committed to bring change for the betterment of society. The importance of education lies in the fact that it is considered as a powerful instrument of social change.

The Kothari Commission (1964-1966) rightly pointed out in its report about the importance of education as, “The destiny of India is being shaped in her classrooms”. Based on the quotation of Kothari Commission report, the duty of the teacher is to mould the personality of the students to meet the challenges of present and the future. Education is a social process for fulfilling the needs of the society. It stands for growth, development, progress, enlightenment and empowerment in every walks of human life. The Indian education system is mainly focusing on the development of cognitive and conative domains but it neglects the affective domain. Now-a-days, education has become an investment. Hence, the pupils are forced to learn the enriched curriculum.

The present education system has offered heavy syllabus and the examination system is burden for the students. The admission to new courses is entirely based on the marks secured by the students. When there is a desire to score marks in the examination,
there should be an anxiety and frustration among the students which lead to mental exhaustion. The parents also force their wards to score high marks in the examinations. Due to these reasons, the students get more anxiety regarding their academic activities.

**STRUCTURE OF EDUCATION**

There are broadly four stages of school education in India, namely primary, upper primary, secondary and higher secondary. Overall, schooling lasts 12 years, following the "10+2 pattern". However, there are considerable differences between the various States in terms of the organizational patterns within the first 10 years of schooling. The government has committed to ensure universal elementary education (primary and upper primary) for all children aged 6-14 years of age.

Primary school includes children of ages six to eleven, organized into classes one through five. Upper primary and secondary school includes pupils aged eleven to fifteen, organized into classes six to ten, and higher secondary school students aged sixteen to seventeen are enrolled in classes eleven to twelve. In some places, there is a concept called middle or upper primary schools for classes from six to eight. In such cases, classes nine to twelve are classified under high school category. Higher education in India provides an opportunity to specialize in a field and includes technical schools (such as Indian Institutes of Technology), colleges and universities.

In India, the main types of schools are those controlled by:

a) The State board conducts the Secondary School Leaving Certificate examinations (SSLC) in which a vast majority of school-children are enrolled,

b) The Central Board of Secondary Education (CBSE),

c) The Council for the Indian School Certificate Examinations (CISCE),

d) National Open School and
e) International Schools: These schools mimic the schools in the West in pattern and syllabi, and the education they bestow is considerably more expensive than the regular schools. The exams conducted have the syllabus of anyone of the above-mentioned Councils or Boards.

HIGHER SECONDARY EDUCATION

Nowadays for the promotion of educational development in the country, a uniform pattern of education (10+2+3) is followed. In this pattern, 10 years of general education followed by diversified higher secondary education of 2 years and then 3 years of university education is provided. In Tamil Nadu, higher secondary education was introduced from the academic year 1978-1979.

Higher Secondary education occupies a prominent place in our educational setup. It provides the link between the secondary education and higher education. It is the feeder stage for higher education. It is pivotal as regard to opportunities for higher studies. Therefore, higher secondary students may have some preference for certain types of occupation depending upon what they study at this stage.

OBJECTIVES OF HIGHER SECONDARY EDUCATION

The objectives of higher secondary education are as follows:

i) Higher secondary stage (of education) is an integral part of school education and the stage is characterized by diversification into academic and vocational streams.

ii) It promotes values such as common cultural heritage, egalitarianism, inculcation of scientific temper, democracy and secularism.

iii) It promotes equality and international co-operation.

iv) It facilitates inter-regional mobility by providing equal access to every one.
v) It contributes to national development by imparting, specialized knowledge and skills.
vi) It reflects on critical socio-economic, cultural, moral and spiritual issues facing humanity.

vii) It promotes more learning and higher maturity
viii) It helps the development of better equipped citizens.
ix) It helps students to develop a realistic self-concept.
x) It orients pupils in the world of work and helping them in making educational and vocational plans.

xi) It helps the students for personal adjustment.

CHARACTERISTICS OF HIGHER SECONDARY STUDENTS

Teachers need to learn the characteristics of students in a different classroom atmosphere to establish a positive learning environment for all the students. The average students will get average grades, will participate in activities and discussions in the classroom, and will probably complete their homework. Teachers should help these students to excel both in academic and non academic activities.

Gifted and talented students tend to be the high achievers or overachievers. They will go above and beyond what is required from them to do, and sometime, they may even request extra work from their teachers. These students make it challenging for teachers because they constantly need to be challenged. It is important to challenge their minds with extension and higher order thinking activities.

Students with special needs are becoming more prevalent in classrooms today because of the movement towards inclusion. They should be brought with a wide range of characteristics to the classroom. These students require teachers to make adaptations
and modifications to the curriculum in order for them to be successful. They can be
challenging for teachers, however, with assistance from the special education teachers,
their role in the differentiated classroom can be very positive.

What about the students who do nothing? Sure, it may be easy to ignore them,
but they deserve as much attention as all of the other students. Teachers try to know what
motivates them and they use that to their advantage. Due to vast variety of student
characteristics, teachers may feel overwhelmed trying to meet all the needs of the
students. The higher secondary students are in the adolescent stage.

i) Physical Characteristics

During the adolescent stage, the physical growth and development reaches to a
high level and forms the human body to attain its final shape. The growth and function of
all other outer and inner organs also reaches to its maximum and almost all the glands
become extremely active. There is the roundness of breasts and hips among the girls and
the decoration of the faces with beard among the boys. The voice of the boys / girls
acquires shrillness and becomes sweet, and the boy’s has nocturnal emissions. The
strength of the body gives opportunity for maximum motor activity. These changes are
preparing themselves for being called men and women.

ii) Emotional Characteristics

Adolescence is a period of heightening of emotions like anxiety, fear, love and
anger. During this stage, since the female child is very restless, emotionally disturbed
and touchy, it is often designated as a period of stresses and strains. The adolescent boys
and girls are not consistent in their emotional expressions. It is very difficult to put check
on the emotions during the peak of adolescence. Self-consciousness, self-respect and
personal pride are too much increased. Group loyalty and sentiments of love are developed among girls.

iii) Social Characteristics

The social circle of an adolescent female child is very wide in foreign countries. But, in India, it is very limited. Contrary to childhood, he/she becomes interested in the opposite sex. Peer group relationship controls the social behaviour of this stage. He/she wants to be accepted by the group. The rejection is costly as it creates many adjustment problems. He/she wants that their personality should be recognized by the parents and elders of the family. They expect that they should not be treated as children. They give more importance to the values and beliefs maintained by her/his peer group than the advice of their parents.

iv) Intellectual Characteristics

Intellectual powers like logical thinking, abstract reasoning and concentration are almost developed up to the end of this period. An adolescent girl child learns to reason and seeks answers to “how and why of everything scientifically”. He/she is critical of everything and develops a fine imagination. Writers, artists, poets, philosophers and inventors are all born in this period. Dissatisfied needs may turn an adolescent into daydreaming.

v) Moral and Religious Characteristics

With the development of social and civic sense, the children during this period learn to behave according to the norms of the society. The formation of strong sentiment is intended for the process of moral development. The impact of religion and religious practices is also felt for the first time at this age in one’s life. He/she often engages himself/herself in the discourse about philosophical concepts.
CONCEPT OF ANXIETY

Anxiety is a feeling of nervousness, apprehension, fear, or worry. Some fears and worries are justified, such as worry about a loved one or in anticipation of taking a quiz, test, or other examination. Problem anxiety interferes with the sufferer's ability to sleep or otherwise function. It is noteworthy that adolescents are particularly susceptible to having irritability as a symptom of a number of emotional problems, including anxiety. Anxiety may occur without a cause, or it may occur based on a real situation but may be out of proportion to what would normally be expected. Severe anxiety can have a serious impact on daily life.

Anxiety refers to the kind of vague irrational fear which prevents students from doing well in their academic activities. Everyone experiences some anxiousness before a test. The key is that anxiety should be at a level high enough to act as a motivator but not so high as to interfere with the test performance.

Anxiety is acquired disposition of the individuals to perceive a wide range of objectively non-dangerous condition as threatening. Anxiety is described as, “A state of suspended unconscious (or sometimes conscious too) fear”. In anxiety, the person is often not aware of the cause, but the mental and psychological systems of fright continuous to exist”. Anxiety describes the individual level of emotionality.

According to Freud (1920), ‘the ego’ reaction to external threat is called fear. When the ‘ego’ is exposed to threats from within, i.e., coming from the Id or the super ego, its reaction to such a threat is called anxiety. For students, one of the most frequent stressful or anxiety-provoking experiences is taking tests. All students may feel some effects of the anxiety associated with examinations.
MEANING OF ANXIETY

Anxiety means to describe the physical and psychological feeling of worry. It is also associated with the emotions of apprehension, fearfulness and an uneasy cognitive sense of future end. It is an uncomfortable state that one can’t tolerate for long, and thus, the anxiety motivates the individuals to do something to escape from it. It is associated with the arousal of the sympathetic division of the autonomic nervous system that leads to emotional change.

DEFINITION OF ANXIETY

Webster’s Dictionary (1913) defines anxiety as concern or solicitude respecting something or event, future or uncertain, which disturbs the mind, and keeps it in a state of painful uneasiness and a state of restlessness and agitation with general indisposition and distressing sense of oppression.

Anxiety is defined as -

i) A feeling of unease and fear that may be characterized by physical symptoms such as palpitations, sweating and feeling of stress.

ii) Non-specific, unpleasant feeling of apprehension, discomfort, and in some cases, dread and impending doom that is manifested physically by such symptoms as motor-tension, autonomic hyperactivity, or by hyper attentiveness.

iii) An uncomfortable emotional state associated with a perceived danger, feelings of powerlessness and prolonged tension in preparation for the expected danger.

iv) Anxiety is some level of distress caused by a fear of some future state of affairs.

v) A feeling of apprehension, uncertainty and fear without apparent stimulus, and associate with physiological changes.
vi) A generalized feeling of dread or apprehension that is not focused on or directed toward any particular object or event.

vii) A delectating conditions of fear, which interferes with normal life functions.

viii) Uneasiness of mind, fearful concerns or interest in a not-specific threat.

ix) Fear of most things that give rise to feeling of uneasiness and distress about future uncertainty; apprehension; worry.

Spielberger (1960) defines ‘anxiety’ as a “state of arousal caused by threat to well-being”. He explains the term ‘state’ as a ‘condition involving the entire organism’ and the term ‘arousal’ as a ‘condition of tension, unrest, or uneasiness, i.e. a ‘readiness to act the response’.

Bhatia, Hans Raj (1965) stated that “according to one approach” anxieties are simply prolonged fears or special forms of fear. Others put it as a feeling of uneasiness over, and a chronic fear of what is felt to be a threatening and hostile world.

Hilgard, Earnest et. al. (1971) define “anxiety” as a “state of apprehension or uneasiness that relates to fear”. They also state that the object of anxiety is ordinarily less than the object of fear.

Morgan, Clifford et. al. (1986) define ‘anxiety’ as
i) a vague, objectless fear and
ii) an uneasy, fearful feeling

Skinner, Charles (1989) stated that anxiety is a painful uneasiness of mind concerning impending or anticipated ill.
All the definitions are quoted that ‘anxiety’ represents a combination of apprehension, uncertainty and fear. This statement necessitates the act of distinguishing between anxiety and fear as many a time these two terms appear synonymous.

Fear is a response to current threats, whereas anxiety refers to fear states aroused in response to anticipated threats directed at the physical safety of the individual. Furthermore anxiety is a special kind of fear experienced in response to an anticipated threat to self–esteem.

Such anxiety can make people thoroughly miserable and even upset their health. People with anxiety often think that they have a serious mental disorder. The individual confronted with problems is highly anxious and if a man is highly anxious obviously he has many problems.

**SOURCE OF ANXIETY**

The source of anxiety is numerous and varied depending on conflicts, and disharmonies and inadequacies which cause stress and tension. Frustrations arouse anger, but standards of social conformity tend to smoothen it. Young people are expected to be nice and well-behaved, and yet their impulses are running riot inside.

Sex may derive them in one direction, and the moral atmosphere surrounding them cautions them towards restraint. There is a wide gap between what parents and teachers preach and profess and the actual conditions in the home and the school or between their moralizing conditions and practices, such gaps are common in teaching and learning situations and confuse young people, creating states of uncertainty and anxiety.
THEORIES OF ANXIETY

A person may become anxious if he is threatened with exposure of any sort, whether of hostile impulses that he is eager to conceal from himself as well as from others, or of any other weakness or pretense. He may be anxious about the possibility that someone will call him bluff. He may be anxious if someone sees through his pretended indifference to what other people think about him. He may feel anxious if he has been insincere in his show of loyalty or love and something threatens to remind him sharply of his insincerity.

FORMS OF ANXIETY

Anxiety can be classified in different form like

i) Manifest anxiety

ii) Performance anxiety

iii) Test anxiety

i) Manifest anxiety

It refers to the neurotic anxiety, the realistic anxiety and the moral anxiety.

Neurotic anxiety is anxiety experienced as the ego struggles to control Id impulses. It is the feeling of fearfulness associated with the phenomenological sensation that you are about to lose self-control and allow the Id free reign to satisfy its urges, either sexual or aggressive.

Realistic anxiety is anxiety experienced in the presence of real danger. Reality anxiety is a normal human reaction to a threat to one’s physical well being.

Moral anxiety is apprehension experienced when thoughts, impulses, or actions conflict with superego standards as represented in the ego-ideal. In effect, it is the
conscience kicking in and reminding the people that they are contemplating behaviour, or actually engaging in behaviour, which is contrary to what the internalized standards say it ought to be.

ii) Performance Anxiety

Performance anxiety is the fear or nervousness experienced during a performance and it is commonly referred to as stage anxiety. It can either help or hinder a performance. Some anxiety benefits us by focusing our attention towards a performance task. When this anxiety becomes too great, it can overwhelm us, scattering our concentration, which can lead to a poorer performance. People with extreme levels of performance anxiety sometimes feel depressed as a result of their distress.

Performance anxiety is experienced by students, amateur performers, and professional artists, and others who are highly skilled in a particular task. It can feel like extreme tension or apprehension in the face of performing a certain task in public, like a music recital in a large concert hall in front of others.

iii) Test Anxiety

Test anxiety is actually a type of performance anxiety—a feeling someone might have in a situation where performance really counts or when the pressure’s on to do well. For example, a person might experience performance anxiety when he is about to try out for the school play, sing a solo on stage, get into position at the pitcher’s mound, step onto the platform in a diving meet, or go into an important interview.

Like other situations in which a person might feel performance anxiety, test anxiety can bring on "butterflies," a stomachache, or a tension headache. Some people might feel shaky, sweaty, or feel their heart beating quickly as they wait for the test to be
given out. A student with really strong test anxiety may even feel like he or she might pass out or throw up.

Test anxiety is not the same as doing poorly on a certain test because your mind is on something else. Most people know that having other things on their minds—such as a breakup or the death of someone close—can also interfere with their concentration and prevent them from doing their best on a test.

**CHARACTERISTICS OF ANXIETY**

During an exam, as in any stressful situations, a student may experience any of the following bodily changes -

(i) Perspiration,

(ii) Sweating Palms,

(iii) Headache,

(iv) Stomach upset,

(v) Rapid heartbeat and

(vi) Tense muscles.

**ACHIEVEMENT TESTS**

Achievement tests attempt to measure what an individual has learnt his or her present level of performance. Most tests used in schools are achievement tests. They are particularly helpful in determining individual or group status in academic leaning. Academic test scores are used in placing, advancing or retaining students at particular grade level. They are used in diagnosing strengths and weaknesses and as a basis for awarding prizes, scholarships or degrees.
Frequently, achievement test scores are used in evaluating the influences of courses of study, teaching methods and other factors considered to be significant in educational practice. In using tests for evaluative purpose, it is important not to generalize beyond the specific elements measured. For example, to identify effective teaching exclusively with the limited products measured by the ordinary achievement test would be to define effective teaching too narrowly. It is essential that researchers recognize that the elements of a situation under appraisal need to be evaluated on the basis of a number of criteria, not merely on a few limited aspects.

**ACADEMIC ACHIEVEMENT**

Dictionary of Education (Carter, 1959) defines academic achievement as “the knowledge attained or skills developed in the school subjects, usually determined by test scores or by marks assigned by teachers or both”.

According to Dictionary of Psychology (Chaplin, 1965), “academic achievement is specified level of attainment or proficiency in academic work as evaluated by the teachers by standardized tests or by a combination of both”.

According to Elizabeth B. Hurlock (1989), the term academic achievement is nothing but scholastic achievement or educational attainment, which refers to the gains, got by the pupils as a result of education in educational institution. The academic achievement level of the students is judged by the marks that the students have scored in different tests and examinations (P. 572).

**Importance of Academic Achievement**

Academic achievement is more important for leaning and personality development of a pupil. Assessing student’s progress means identifying what he has
achieved. Acquiring skills in academic matters is important as a means of attaining complete realization and it is the unique responsibility of the school.

**Sex and Academic Achievement**

Sex is a strong predictor of human conduct and differences have been documented between the attitudes, behaviors and achievement of boys and girls (Maccoby and Jaaclin, 1974; Block, 1976; Deaux, 1976; Freize and others, 1978).

Klausemier and Ripple (1971) observed that achievement level of girls was higher than that of boys. Kolesnik (1970) has reported that girls regularly surpass boys in scholastic achievement at both elementary and high school levels. He is of the opinion that differences between the academic achievement of the boys and girls cannot be explained in terms of general intelligence, because significant differences do exist between IQ’s of the sexes. This difference may be attributed to differences in aptitudes, differences in normal sex development and other factors which are more favorable to girls.

Though many research studies have been undertaken on the relationship of sex differences and academic achievement, changing role of sex may be considered to be an important factor as it is of great relevance to the present society. In the past two decades, dramatic changes have taken place regarding the roles of sex. This fact obviously necessitates systematic research to find out if there is any influence of sex on academic achievement. Hence, the investigator has decided to include academic achievement and sex is included in the study as a factor of academic achievement.
School and Academic Achievement

Acquiring skills in scholastic matters is important for every student and it is the unique responsibility of the school. If the school fails to help the pupil in this aspect, no other agency can take up this responsibility. Therefore, school alone is responsible for the academic achievement of their pupils. The students should be made to be fully aware of the need to achieve high, because of the highly competitive world.

Environment Conditions and Academic Achievement

It is a known fact that differences exist in the environment conditions of rural and urban areas. India is a country with a predominant rural background. Development of the country depends upon the uplifting of all aspects of rural population especially offering education facilities to the people.

There are wide differences between rural and urban school students with regard to their style of living, educational facilities, educational background of parents, parental influence and so on. All these factors do exert influence on the academic activities of school students (Sharma, 1978). In this connection, students whose father’s held a high position achieve better than their counterparts from families where the father holds a position which may be considered low.

It is vital to study the differences between rural and urban students with regard to their academic achievement and factors related to achievement, and to suggest the ways to improve their academic achievement. Hence, the investigator has decided to study the influence of locality on the academic achievement as one of the factors.
Individual Differences in Academic Achievement

Cognitive psychologists consider achievement as an aspect of intelligence. But personalists, psychologists view achievement as resultant of personality factors. At all school levels, enormous differences exist in regard to what individual knows. Intelligence, particularly in its verbal aspects, seems to account for the largest single portion of this variability (20 to 50).

To some extent, it reflects differences in specialized mental abilities, verbal, numerical, spatial and so forth, but they seem to be important mainly in groups already selected on the basis of general intelligence. Achievement tests suggest that educational achievement is more dependent upon conditions outside the schools than inside. To measure achievement level of students, standardized achievement tests are available. The standardized achievement tests can be sub-classified into three type; survey batteries, specific subjects matter tests and diagnostic tests.

Purpose of Achievement Tests

Achievement tests are universally used in classroom mainly for the following purpose:

To measure whether students possess pre-requisite skills needed to succeed in any unit or have achieved the objective if planned instruction.

SIGNIFICANCE OF THE STUDY

Earlier generations tolerated poorly performing students and such students were made to learn some craft or another industry for their livelihood. Today, on the other hand, there is a constant and rigid demand on every student to be a top performer. Every mark has become a matter of life and death. Teachers come to dread the aggressive
demand made by parents to shape their wards into star performers. Marks, ranks, and ‘convocations’ have become routine in crèches and pre – KG classes too!

Anxiety and tension produced by this situation acts as a chronic stress state (an inflammatory condition) and affects the heart from an early age, leading to heart attacks in persons in their third or fourth trigger the onset of similar disorders. Today, heart attack between the age group of 25 to 30 is common. The introduction of self financing colleges the minimum eligibility scores in the +2 final examination also admitted to professional colleges. Despite this, if he’s admitted to a professional college by paying capitation fees, failure is visible in all or most of the examinations. In such cases, inability to concentrate and reduced involvement in studies are the first signs of disorders. Pressure mounted by the parents on the student and the demands of the teachers and school to ensure a 100% pass or first class result, worsens the situation rapidly.

Many suicides with no apparent explanation could have their roots in this problem. Thus anxiety, which is kind of emotion and inherent, plays a significant role in the life of every human being at every stage. The investigator felt that the there would be a difference in the Anxiety and academic achievement of Higher Secondary Students in relation to certain selected variables. Hence the investigator wished to investigate on these problems. This investigation, therefore, attempts to assess the level of test anxiety in relation to temperament, adjustment and academic achievement.

STATEMENT OF THE PROBLEM

Academic achievement involves intellectual skills. Higher secondary students are being trained in acquiring and developing intellectual power. They have difficulties in adjusting with the present digital environment. Yet, they have to learn and master
multiple learning skills. Most of the students in higher secondary classes are memorizing the learning content without proper understanding and they cause emotional tension. Therefore, the investigator attempts to find out how far anxiety, temperament and adjustment affect the academic achievement of higher secondary students.

TITLE OF THE STUDY

A STUDY ON ANXIETY AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN RELATION TO CERTAIN SELECTED VARIABLES

OPERATIONAL DEFINITION

Anxiety

According to Freud (1957), “Anxiety is as something felt, unpleasant effect of state or condition”.

In this context, anxiety is an emotional state in which the disturbing stimulus does not precede or accompany the state but is anticipated in future.

Academic Achievement

According to Good (1959), academic achievement is "the knowledge attained or skills developed in the school subjects, usually determined by test scores or by marks assigned by teachers or both”.

Achievement is a general term for the successful attainment of some goal requiring a certain effort, the degree of level of success in some specified area or in general. It is the knowledge acquired and skills developed in school subjects generally indicated by marks obtained in the tests or examinations.
Higher Secondary Students

It refers to the students studying standards XI and XII in the government, aided and self-financed schools in the southern districts of Tamil Nadu.

Certain Selected Variables

a) Temperament

According to Pikunas (1969), “Temperament is the effective disposition and expression of emotional energies in terms of speed of reaction, depth and length of emotional experience and relevant behaviour”.

In this context, temperament indicates the reaction of the adolescents towards the emotional situation.

b) Adjustment

According to Coleman (1969), “Adjustment is the outcome of the individualist’s attempts to deal with stress and meet his needs; also his efforts to maintain harmonious relationships with the environment”.

In this context adjustment is a process of making balance between the internal needs and external demands of the adolescents.

OBJECTIVES

GENERAL OBJECTIVES

1. To find out the level of anxiety of higher secondary students.

2. To find out the level of temperament of higher secondary students.

3. To find out the level of adjustment of higher secondary students.

4. To find out the level of academic achievement of higher secondary students.

5. To find out the relationship between anxiety and academic achievement of higher secondary students.
6. To find out the relationship between temperament and academic achievement of higher secondary students.

7. To find out the relationship between adjustment and academic achievement of higher secondary students.

8. To find out whether there is any significant influence of anxiety, temperament, and adjustment on academic achievement of the higher secondary students.

10. To find out whether there is any significant factor with positive loading of the four variables namely anxiety, temperament, adjustment and academic achievement of higher secondary students.

SPECIFIC OBJECTIVES

The present study has the following specific objectives:

I. ANXIETY OF HIGHER SECONDARY STUDENTS

1.1. To find out whether there is any significant difference between boys and girls in their anxiety.

1.2. To find out whether there is any significant difference between rural and urban students in their anxiety.

1.3. To find out whether there is any significant difference between arts and science students in their anxiety.

1.4. To find out whether there is any significant difference among government, aided and self-finance school students in their anxiety.

1.5. To find out whether there is any significant difference among Hindu, Muslim and Christian religion students in their anxiety.

1.6. To find out whether there is any significant difference among OC, BC, MBC and SC & ST community students in their anxiety.
1.7. To find out whether there is any significant association between father’s educational qualification of higher secondary students and their anxiety.

1.8. To find out whether there is any significant association between mother’s educational qualification of higher secondary students and their anxiety.

1.9. To find out whether there is any significant association between father’s occupation of higher secondary students and their anxiety.

1.10. To find out whether there is any significant association between mother’s occupation of higher secondary students and their anxiety.

1.11. To find out whether there is any significant association between parent’s annual income of higher secondary students and their anxiety.

II. TEMPERAMENT OF HIGHER SECONDARY STUDENTS

2.1. To find out whether there is any significant difference between boys and girls in their temperament.

2.2. To find out whether there is any significant difference between rural and urban students in their temperament.

2.3. To find out whether there is any significant difference between arts and science students in their temperament.

2.4. To find out whether there is any significant difference among government, aided and self-finance school students in their temperament.

2.5. To find out whether there is any significant difference among Hindu, Muslim and Christian religion students in their temperament.

2.6. To find out whether there is any significant difference among OC, BC, MBC and SC & ST community students in their temperament.

2.7. To find out whether there is any significant association between father’s educational qualification of higher secondary students and their temperament.
2.8. To find out whether there is any significant association between mother’s educational qualification of higher secondary students and their temperament.

2.9. To find out whether there is any significant association between father’s occupation of higher secondary students and their temperament.

2.10. To find out whether there is any significant association between mother’s occupation of higher secondary students and their temperament.

2.11. To find out whether there is any significant association between parent’s annual income of higher secondary students and their temperament.

III. ADJUSTMENT OF HIGHER SECONDARY STUDENTS

3.1. To find out whether there is any significant difference between boys and girls in their adjustment.

3.2. To find out whether there is any significant difference between rural and urban students in their adjustment.

3.3. To find out whether there is any significant difference between arts and science students in their adjustment.

3.4. To find out whether there is any significant difference among government, aided and self-finance school students in their adjustment.

3.5. To find out whether there is any significant difference among Hindu, Muslim and Christian religion students in their adjustment.

3.6. To find out whether there is any significant difference among OC, BC, MBC and SC & ST community students in their adjustment.

3.7. To find out whether there is any significant association between father’s educational qualification of higher secondary students and their adjustment.

3.8. To find out whether there is any significant association between mother’s educational qualification of higher secondary students and their adjustment.
3.9. To find out whether there is any significant association between father’s occupation of higher secondary students and their adjustment.

3.10. To find out whether there is any significant association between mother’s occupation of higher secondary students and their adjustment.

3.11. To find out whether there is any significant association between parent’s annual income of higher secondary students and their adjustment.

IV. ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

4.1. To find out whether there is any significant difference between boys and girls in their academic achievement.

4.2. To find out whether there is any significant difference between rural and urban students in their academic achievement.

4.3. To find out whether there is any significant difference between arts and science students in their academic achievement.

4.4. To find out whether there is any significant difference among government, aided and self-finance school students in their academic achievement.

4.5. To find out whether there is any significant difference among Hindu, Muslim and Christian religion students in their academic achievement.

4.6. To find out whether there is any significant difference among OC, BC, MBC and SC & ST community students in their academic achievement.

4.7. To find out whether there is any significant association between father’s educational qualification of higher secondary students and their academic achievement.

4.8. To find out whether there is any significant association between mother’s educational qualification of higher secondary students and their academic achievement.
4.9. To find out whether there is any significant association between father’s occupation of higher secondary students and their academic achievement.

4.10. To find out whether there is any significant association between mother’s occupation of higher secondary students and their academic achievement.

4.11. To find out whether there is any significant association between parent’s annual income of higher secondary students and their academic achievement.

V. RELATIONSHIP BETWEEN ANXIETY AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

5.1. To find out whether there is any significant relationship between anxiety and academic achievement of higher secondary students.

5.2. To find out whether there is any significant relationship between anxiety and academic achievement of male students.

5.3. To find out whether there is any significant relationship between anxiety and academic achievement of female students.

5.4. To find out whether there is any significant relationship between anxiety and academic achievement of rural students.

5.5. To find out whether there is any significant relationship between anxiety and academic achievement of urban students.

VI. RELATIONSHIP BETWEEN TEMPERAMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

6.1. To find out whether there is any significant relationship between temperament and academic achievement of higher secondary students.

6.2. To find out whether there is any significant relationship between temperament and academic achievement of male students.
6.3. To find out whether there is any significant relationship between temperament and academic achievement of female students.

6.4. To find out whether there is any significant relationship between temperament and academic achievement of rural students.

6.5. To find out whether there is any significant relationship between temperament and academic achievement of urban students.

VII. RELATIONSHIP BETWEEN ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

7.1. To find out whether there is any significant relationship between adjustment and academic achievement of higher secondary students.

7.2. To find out whether there is any significant relationship between adjustment and academic achievement of male students.

7.3. To find out whether there is any significant relationship between adjustment and academic achievement of female students.

7.4. To find out whether there is any significant relationship between adjustment and academic achievement of rural students.

7.5. To find out whether there is any significant relationship between adjustment and academic achievement of urban students.

VIII. INFLUENCE OF ANXIETY, TEMPERAMENT, ADJUSTMENT ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

8.1. To find out whether there is any significant influence of anxiety, temperament, and adjustment on academic achievement of the higher secondary students.

8.2. To find out whether there is any significant influence of anxiety, temperament, and adjustment on academic achievement of the male students.
8.3. To find out whether there is any significant influence of anxiety, temperament, and adjustment on academic achievement of the female students.

8.4. To find out whether there is any significant influence of anxiety, temperament, and adjustment on academic achievement of the rural students.

8.5. To find out whether there is any significant influence of anxiety, temperament, and adjustment on academic achievement of the urban students.

9. To find out whether there is any significant factor with positive loading of the four variables namely anxiety, temperament, adjustment and academic achievement of higher secondary students.

NULL HYPOTHESES

In order to achieve the above-mentioned objectives, the following research hypotheses have been formulated:

I. ANXIETY OF HIGHER SECONDARY STUDENTS

1.1. There is no significant difference between boys and girls in their anxiety.

1.2. There is no significant difference between rural and urban students in their anxiety.

1.3. There is no significant difference between arts and science students in their anxiety.

1.4. There is no significant difference among government, aided and self-finance school students in their anxiety.

1.5. There is no significant difference among Hindu, Muslim and Christian religion students in their anxiety.

1.6. There is no significant difference among OC, BC, MBC and SC & ST community students in their anxiety.
1.7. There is no significant association between father’s educational qualification of higher secondary students and their anxiety.

1.8. There is no significant association between mother’s educational qualification of higher secondary students and their anxiety.

1.9. There is no significant association between father’s occupation of higher secondary students and their anxiety.

1.10. There is no significant association between mother’s occupation of higher secondary students and their anxiety.

1.11. There is no significant association between parent’s annual income of higher secondary students and their anxiety.

II. TEMPERAMENT OF HIGHER SECONDARY STUDENTS

2.1. There is no significant difference between boys and girls in their temperament.

2.2. There is no significant difference between rural and urban students in their temperament.

2.3. There is no significant difference between arts and science students in their temperament.

2.4. There is no significant difference among government, aided and self-finance school students in their temperament.

2.5. There is no significant difference among Hindu, Muslim and Christian religion students in their temperament.

2.6. There is no significant difference among OC, BC, MBC and SC & ST community students in their temperament.

2.7. There is no significant association between father’s educational qualification of higher secondary students and their temperament.
2.8. There is no significant association between mother’s educational qualification of higher secondary students and their temperament.

2.9. There is no significant association between father’s occupation of higher secondary students and their temperament.

2.10. There is no significant association between mother’s occupation of higher secondary students and their temperament.

2.11. There is no significant association between parent’s annual income of higher secondary students and their temperament.

III. ADJUSTMENT OF HIGHER SECONDARY STUDENTS

3.1. There is no significant difference between boys and girls in their adjustment.

3.2. There is no significant difference between rural and urban students in their adjustment.

3.3. There is no significant difference between arts and science students in their adjustment.

3.4. There is no significant difference among government, aided and self-finance school students in their adjustment.

3.5. There is no significant difference among Hindu, Muslim and Christian religion students in their adjustment.

3.6. There is no significant difference among OC, BC, MBC and SC & ST community students in their adjustment.

3.7. There is no significant association between father’s educational qualification of higher secondary students and their adjustment.

3.8. There is no significant association between mother’s educational qualification of higher secondary students and their adjustment.
3.9. There is no significant association between father’s occupation of higher secondary students and their adjustment.

3.10. There is no significant association between mother’s occupation of higher secondary students and their adjustment.

3.11. There is no significant association between parent’s annual income of higher secondary students and their adjustment.

IV. ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

4.1. There is no significant difference between boys and girls in their academic achievement.

4.2. There is no significant difference between rural and urban students in their academic achievement.

4.3. There is no significant difference between arts and science students in their academic achievement.

4.4. There is no significant difference among government, aided and self-finance school students in their academic achievement.

4.5. There is no significant difference among Hindu, Muslim and Christian religion students in their academic achievement.

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

4.7. There is no significant association between father’s educational qualification of higher secondary students and their academic achievement.

4.8. There is no significant association between mother’s educational qualification of higher secondary students and their academic achievement.

4.9. There is no significant association between father’s occupation of higher secondary students and their academic achievement.
4.10. There is no significant association between mother’s occupation of higher secondary students and their academic achievement.

4.11. There is no significant association between parent’s annual income of higher secondary students and their academic achievement.

V. RELATIONSHIP BETWEEN ANXIETY AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

5.1. There is no significant relationship between anxiety and academic achievement of higher secondary students.

5.2. There is no significant relationship between anxiety and academic achievement of male students.

5.3. There is no significant relationship between anxiety and academic achievement of female students.

5.4. There is no significant relationship between anxiety and academic achievement of rural students.

5.5. There is no significant relationship between anxiety and academic achievement of urban students.

VI. RELATIONSHIP BETWEEN TEMPERAMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

6.1. There is no significant relationship between temperament and academic achievement of higher secondary students.

6.2. There is no significant relationship between temperament and academic achievement of male students.

6.3. There is no significant relationship between temperament and academic achievement of female students.
6.4. There is no significant relationship between temperament and academic achievement of rural students.

6.5. There is no significant relationship between temperament and academic achievement of urban students.

VII. RELATIONSHIP BETWEEN ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

7.1. There is no significant relationship between adjustment and academic achievement of higher secondary students.

7.2. There is no significant relationship between adjustment and academic achievement of male students.

7.3. There is no significant relationship between adjustment and academic achievement of female students.

7.4. There is no significant relationship between adjustment and academic achievement of rural students.

7.5. There is no significant relationship between adjustment and academic achievement of urban students.

VIII. INFLUENCE OF ANXIETY, TEMPERAMENT, ADJUSTMENT ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

8.1. There is no significant influence of anxiety, temperament, and adjustment on academic achievement of the higher secondary students.

8.2. There is no significant influence of anxiety, temperament, and adjustment on academic achievement of the male students.

8.3. There is no significant influence of anxiety, temperament, and adjustment on academic achievement of the female students.
8.4. There is no significant influence of anxiety, temperament, and adjustment on academic achievement of the rural students.

8.5. There is no significant influence of anxiety, temperament, and adjustment on academic achievement of the urban students.

9. There is no significant factor with positive loading of the four variables namely anxiety, temperament, adjustment and academic achievement of higher secondary students.

DELIMITATIONS OF THE STUDY

1. The present study is confined only to Tirunelveli, Thoothukudi and Kanniyakumari revenue districts.

2. Although anxiety is determined by multiple of factors, the present study is confined to only a few factors like gender, study group, locality, community, religion, type of management, father’s education, mother’s education, father’s occupation, mother’s occupation and parents income.

3. The present study is limited to the higher secondary students.