CHAPTER V

Findings, Interpretations and Suggestions
CHAPTER - V

FINDINGS, INTERPRETATIONS AND SUGGESTIONS

FINDINGS

1. COGNITIVE SELF-MANAGEMENT OF X STANDARD STUDENTS

1.1. a. Eleven percent of the X standard students have high level of positive focus.

1.1. b. Ten percent of the X standard students have high level of systematic problem solving.

1.1.c. Eight percent of the X standard students have high level of task-efficacy.

1.1.d. Fifteen percent of the X standard students have high level of self-blame.

1.1.e. Seven percent of the X standard students have high level of reasonable goal setting.

1.1.f. In total, thirteen percent of the X standard students have high level of cognitive self-management.

1.2.a. Nine percent of male and twelve percent of female X standard students have high level of positive focus.

1.2.b. Five percent of male and fifteen percent of female X standard students have high level of systematic problem solving.

1.2.c. Four percent of male and eleven percent of female X standard students have high level of task-efficacy.

1.2.d. Twenty one percent of male and nine percent of female X standard students have high level of self-blame.

1.2.e. Twenty percent of male and thirteen percent of female X standard students have high level of reasonable goal setting.

1.2.f. In total, thirteen percent of male and fourteen percent of female X standard students have high level of cognitive self-management.
1.3.a. Twelve percent of rural and ten percent of urban X standard students have high level of positive focus.

1.3.b. Five percent of rural and fourteen percent of urban X standard students have high level of systematic problem solving.

1.3.c. Five percent of rural and nine percent of urban X standard students have high level of task-efficacy.

1.3.d. Nineteen percent of rural and thirteen percent of urban X standard students have high level of self-blame.

1.3.e. Twenty one percent of rural and fourteen percent of urban X standard students have high level of reasonable goal setting.

1.3.f. In total, thirteen percent of rural and thirteen percent of urban X standard students have high level of cognitive self-management.

1.4. There is no significant difference between male and female X standard students in their reasonable goal setting but there is significant difference between male and female X standard students in their positive focus, systematic problem solving, task-efficacy, self-blame and cognitive self-management.

1.5. There is no significant difference between rural and urban X standard students in their positive focus, task-efficacy, reasonable goal setting and cognitive self-management but there is significant difference between rural and urban X standard students in their systematic problem solving and self-blame.

1.6. There is no significant difference between government and private school X standard students in their positive focus and cognitive self-management but there is significant difference between government and private school X standard students in their systematic problem solving, task-efficacy, self-blame and reasonable goal setting.
1.7. There is no significant difference among ST, SC, MBC, BC and OC X standard students in their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.8. There is no significant difference among boys, girls and co-education school X standard students in their self-blame and reasonable goal setting but there is significant difference among boys, girls and co-education school X standard students in their positive focus, systematic problem solving, task-efficacy and cognitive self-management.

1.9. There is no significant association between fathers' education of X standard students and their systematic problem solving, task-efficacy, self-blame and reasonable goal setting but there is significant association between fathers' education of X standard students in their positive focus and cognitive self-management.

1.10. There is no significant association between mothers' education of X standard students and their systematic problem solving but there is significant association between mothers' education of X standard students and their task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.11. There is no significant association between fathers' occupation of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting, and cognitive self-management.

1.12. There is no significant association between rank in the family of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.13. There is no significant association between size of the family of X standard students and their systematic problem solving, self-blame, reasonable goal setting but there is significant association between size of the family of X
standard students and their positive focus and task-efficacy, and cognitive self-management.

2 Academic intrinsic motivation of X standard students

2.1. a. Sixteen percent of the X standard students have high level of intrinsic motivation in Tamil.

2.1. b. Fourteen percent of the X standard students have high level of intrinsic motivation in English.

2.1. c. Fourteen percent of the X standard students have high level of intrinsic motivation in Mathematics.

2.1. d. Sixteen percent of the X standard students have high level of intrinsic motivation in Social Science.

2.1. e. Seventeen percent of the X standard students have high level of intrinsic motivation in Science.

2.1. f. In total, sixteen percent of the X standard students have high level of academic intrinsic motivation.

2.2. a. Nineteen percent of male and fourteen percent of female X standard students have high level of intrinsic motivation in Tamil.

2.2. b. Fifteen percent of male and fourteen percent of female X standard students have high level of intrinsic motivation in English.

2.2. c. Thirteen percent of male and fifteen percent of female X standard students have high level of intrinsic motivation in Mathematics.

2.2. d. Sixteen percent of male and seventeen percent of female X standard students have high level of intrinsic motivation in Social Science.

2.2. e. Seventeen percent of male and sixteen percent of female X standard students have high level of intrinsic motivation in Science.
2.2.f. In total, sixteen percent of male and fifteen percent of female X standard students have high level of academic intrinsic motivation.

2.3.a. Sixteen percent of rural and sixteen percent of urban X standard students have high level of intrinsic motivation in Tamil.

2.3.b. Sixteen percent of rural and thirteen percent of urban X standard students have high level of intrinsic motivation in English.

2.3.c. Fifteen percent of rural and thirteen percent of urban X standard students have high level of intrinsic motivation in Mathematics.

2.3.d. Nineteen percent of rural and fifteen percent of urban X standard students have high level of intrinsic motivation in Social Science.

2.3.e. Eighteen percent of rural and sixteen percent of urban X standard students have high level of intrinsic motivation in Science.

2.3.f. In total, sixteen percent of rural and fifteen percent of urban X standard students have high level of intrinsic motivation.

2.4. There is no significant difference between male and female X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.5. There is no significant difference between rural and urban X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.6. There is no significant difference between government and private school X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.7. There is no significant difference among ST, SC, MBC, BC and OC X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.
2.8. There is no significant difference among boys, girls and co-education school X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.9. There is no significant association between fathers’ education of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.10. There is no significant association between mothers’ education of X standard students, and their intrinsic motivation in Mathematics, Social Science and Science but there is significant association between mothers’ education of X standard students and their intrinsic motivation in Tamil, English and academic intrinsic motivation.

2.11. There is no significant association between fathers’ occupation of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science and Science but there is significant association between fathers’ occupation of X standard students and their academic intrinsic motivation.

2.12. There is no significant association between rank in the family of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science and Science.

2.13. There is no significant association between size of the family of X standard students and their intrinsic motivation in English, Mathematics, Social Science, Science and academic intrinsic motivation but there is significant association between size of the family of X standard students and their intrinsic motivation in Tamil.

3. GENERAL AWARENESS OF X STANDARD STUDENTS

3.1. a. Two percent of the X standard students have high level of awareness in History.
3.1.b Ten percent of the X standard students have high level of awareness in Administration.

3.1.c Two percent of the X standard students have high level of awareness in Geography.

3.1.d Six percent of the X standard students have high level of awareness in Science.

3.1.e Five percent of the X standard students have high level of awareness in General knowledge.

3.1.f In total, ten percent of the X standard students have high level of general awareness.

3.2.a Four percent of male and none of the female X standard students have high level of awareness in History.

3.2.b Twelve percent of male and seven percent of female X standard students have high level of awareness in Administration.

3.2.c Five percent of male and none of the female X standard students have high level of awareness in Geography.

3.2.d Twelve percent of male and none of the female X standard students have high level of awareness in Science.

3.2.e Ten percent of male and none of the female X standard students have high level of awareness in General Knowledge.

3.2.f In total, seventeen percent of male and three percent of female X standard students have high level of general awareness.

3.3.a One percent of rural students and two percent of urban X standard students have high level of awareness in History.

3.3.b Eleven percent of rural and nine percent of urban X standard students have high level of awareness in Administration.
3.3.c. One percent of rural and three percent of urban X standard students have high level of awareness in Geography.

3.3.d. Five percent of rural and six percent of urban X standard students have high level of awareness in Science.

3.3.e. Three percent of rural and six percent of urban X standard students have high level of awareness in General Knowledge.

3.3.f. In total, eight percent of rural and eleven percent of urban X standard students have high level of general awareness.

3.4. There is no significant difference between male and female X standard students in their awareness in General Knowledge but there is significant difference between male and female X standard students in their awareness in History, Administration, Geography, Science and general awareness.

3.5. There is no significant difference between rural and urban X standard students in their awareness in History, Administration, Geography, Science, General knowledge and general awareness.

3.6. There is no significant difference between government and private school X standard students in their awareness in History, Administration and Geography but there is significant difference between government and private school X standard students in their awareness in Science, General Knowledge and general awareness.

3.7. There is no significant difference among ST, SC, MBC, BC and OC X standard students in their awareness in History, Administration, Geography, Science and General Knowledge but there is significant difference among ST, SC, MBC, BC and OC X standard students in their general awareness.

3.8. There is no significant difference among boys, girls and co-education school X standard students in their awareness in Geography, but there is significant
difference among boys, girls and co-education school X standard students in their awareness in History, Administration, Science, General Knowledge and general awareness.

3.9. There is significant association between fathers' education of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.10. There is no significant association between mothers' education of X standard students and their awareness in Geography but there is significant association between mothers' education of X standard students and their awareness in History, Administration, Science, General Knowledge and general awareness.

3.11. There is no significant association between fathers' occupation of X standard students and their awareness in History, Geography, General knowledge and general awareness but there is significant association between fathers' occupation of X standard students and their awareness in Administration and Science.

3.12. There is no significant association between rank in the family of X standard students and their awareness in History, Science and General knowledge but there is significant association between rank in the family of X standard students and their awareness in Administration, Geography and general awareness.

3.13. There is no significant association between size of the family of X standard students and their awareness in History and general awareness but there is significant association between size of the family of X standard students and awareness in Administration, Geography, Science and General Knowledge.

4. SCHOLASTIC PERFORMANCE OF X STANDARD STUDENTS

4.1.a. Seventeen percent of the X standard students have high level of performance in Tamil.
4.1.b. Eighteen percent of the X standard students have high level of performance in English.

4.1.c. Nineteen percent of the X standard students have high level of performance in Mathematics.

4.1.d. Seventeen percent of the X standard students have high level of performance in Science.

4.1.e. Fifteen percent of the X standard students have high level of performance in Social Science.

4.1.f. In total, seventeen percent of the X standard students have high level of scholastic performance.

4.2.a. Fifteen percent of male and twenty percent of female X standard students have high level of performance in Tamil.

4.2.b. Eleven percent of male and twenty five percent of female X standard students have high level of performance in English.

4.2.c. Fifteen percent of male and twenty three percent of female X standard students have high level of performance in Mathematics.

4.2.d. Fifteen percent of male and eighteen percent of female X standard students have high level of performance in Science.

4.2.e. Twelve percent of male and seventeen percent of female X standard students have high level of performance in Social Science.

4.2.f. In total, fourteen percent of male and twenty percent of female X standard students have high level of scholastic performance.

4.3.a. Twenty four percent of rural and twelve percent of urban X standard students have high level of performance in Tamil.
4.3.b. Twenty six percent of rural and thirteen percent of urban X standard students have high level of performance in English.

4.3.c. Twenty five percent of rural and fourteen percent of urban X standard students have high level of performance in Mathematics.

4.3.d. Twenty four percent of rural and twelve percent of urban X standard students have high level of performance in Science.

4.3.e. Twenty percent of rural and eleven percent of urban X standard students have high level of performance in Social Science.

4.3.f. In total, twenty five percent of rural and twelve percent of urban X standard students have high level of scholastic performance.

4.4. There is no significant difference between male and female X standard students in their performance in Tamil and Science but there is significant difference between male and female X standard students and their performance in English, Mathematics, Social Science and scholastic performance.

4.5. There is no significant difference between rural and urban X standard students in their performance in Social Science but there is significant difference between rural and urban X standard students in their performance in Tamil, English, Mathematics, Science and scholastic performance.

4.6. There is no significant difference between government and private school X standard students and their performance in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.7. There is no significant difference among ST, SC, MBC, BC and OC X standard students in their performance in Tamil, Mathematics, Science and Social Science but there is significant difference among ST, SC, MBC, BC and OC X standard students in their performance in English and scholastic performance.
4.8. There is no significant difference among boys, girls and co-education school X standard students in their performance in Tamil and English but there is significant difference among male, female and co-education school X standard students in their performance in Mathematics, Science, Social Science and scholastic performance.

4.9. There is no significant association between fathers' education of X standard students and their performance in Mathematics, Science and Social Science but there is significant association between fathers' education of X standard students and their performance in Tamil, English and scholastic performance.

4.10. There is no significant association between mothers' education of X standard students and their performance in Mathematics, Science, Social Science and scholastic performance but there is significant association between mothers' education of X standard students and their performance in Tamil and English.

4.11. There is no significant association between fathers' occupation of X standard students and their performance in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.12. There is no significant association between rank in the family of X standard students and their performance in Tamil, English, Mathematics, Social Science, Science and scholastic performance.

4.13. There is no significant association between size of the family of X standard students and their performance in Tamil, Social Science and scholastic performance but there is significant association between size of the family of X standard students and their performance in English, Mathematics and Science.
5. INFLUENCE OF COGNITIVE SELF-MANAGEMENT, ACADEMIC INTRINSIC MOTIVATION AND GENERAL AWARENESS ON SCHOLASTIC PERFORMANCE OF X STANDARD STUDENTS

5.1. There is no significant relationship between scholastic performance of X standard students and their positive focus, systematic problem solving, task-efficacy, reasonable goal setting and cognitive self-management but there is significant relationship between scholastic performance of X standard students and their self-blame.

5.2. There is no significant relationship between scholastic performance of X standard male students and their self-blame, reasonable goal setting and cognitive self-management but there is significant negative relationship between scholastic performance of X standard male students and their positive focus, systematic problem solving and task-efficacy.

5.3. There is no significant relationship between scholastic performance of X standard female students and their positive focus, systematic problem solving, task-efficacy and self-blame but there is significant relationship between scholastic performance of X standard female students and their reasonable goal setting and cognitive self-management.

5.4. There is no significant relationship between scholastic performance of X standard rural students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

5.5. There is no significant relationship between scholastic performance of X standard urban students and their positive focus, systematic problem solving, task-efficacy and cognitive self-management but there is significant relationship between scholastic performance of X standard urban students and their self-blame and reasonable goal setting.
5.6. There is significant negative relationship between scholastic performance of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.7. There is significant negative relationship between scholastic performance of X standard male students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.8. There is no significant relationship between scholastic performance of X standard female students and their intrinsic motivation in Tamil, English, Mathematics but there is significant negative relationship between scholastic performance of X standard female students and their intrinsic motivation in Social Science, Science and academic intrinsic motivation.

5.9. There is significant negative relationship between scholastic performance of X standard rural students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.10. There is no significant relationship between scholastic performance of X standard urban students and their intrinsic motivation in Tamil but there is significant negative relationship between scholastic performance of X standard urban students and their intrinsic motivation in English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.11. There is no significant relationship between scholastic performance of X standard students and their awareness in History but there is significant relationship between scholastic performance of X standard students and their awareness in Administration, Geography, Science, General Knowledge and general awareness.

5.12. There is no significant relationship between scholastic performance of X standard male students and their awareness in Administration but there is significant relationship between scholastic performance of X standard male
students and their awareness in History, Geography, Science, General Knowledge and general awareness.

5.13. There is no significant relationship between scholastic performance of X standard female students and their awareness in History, Geography, Science, General Knowledge and general awareness but there is significant relationship between scholastic performance of X standard female students and their awareness in Administration.

5.14. There is no significant relationship between scholastic performance of X standard rural students and their awareness in History, Administration and General Knowledge but there is significant relationship between scholastic performance of X standard rural students and their awareness in Geography, Science and general awareness.

5.15. There is no significant relationship between scholastic performance of X standard urban students and their awareness in History, Administration, Geography and Science but there is significant relationship between scholastic performance of X standard urban students and their awareness in General Knowledge and general awareness.

5.16. There is significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard students.

5.17. There is significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard male students.

5.18. There is significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard female students.
5.19. There is significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard rural students.

5.20. There is significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard urban students.

INTERPRETATIONS

COGNITIVE SELF-MANAGEMENT OF X STANDARD STUDENTS

The percentage analysis shows that the female students have higher level of positive focus, systematic problem solving, task-efficacy and cognitive self-management than male students. This may be due to the fact that the female students have a better emotional maturity, cognitive self-management, systematization, problem solving and task-efficacy than that of the male students who are often distracted and disturbed by many other dispositions in their life in Nilgiris.

The percentage analysis shows that the rural students are, in par with the urban students in their cognitive self-management, but in their positive focus, self-blame and reasonable goal setting, the rural students are better than the urban students. This may be due to the fact that the rural students have better cognitive self-management to a new or a given environmental life situation, when they are exposed to the free bus pass, notebooks and free books, better school environment, better coaching, noon meal scheme and hostel facility.

The t-test result shows that there is significant difference between male and female students of X standard in their positive focus, systematic problem solving, task-efficacy, self-blame and cognitive self-management. The female students are having better cognitive self-management than the male students. This may be due to the fact that the female students have a positive self-image about them and are not afraid to develop their abilities and their willingness to risk trying new things.
The t-test result shows that there is significant difference between rural, urban X standard students in their systematic problem solving and self-blame. The urban students have better disposition to systematic problem solving and a better fit in to praise or blame. This may be due to the fact that the urban students have a better social environment and better opportunity and a better disposition to social adjustments and generate alternate solution for the problem.

The t-test result shows that there is significant difference between government and private school X standard students in their systematic problem solving, task-efficacy, self-blame and reasonable goal setting. The private school students are having better systematic problem solving, task-efficacy, self-blame and reasonable goal setting than the government school students. This may be due to the fact that the private school students are given better opportunity to learn many things apart from their curricular activities. Varieties of extra curricular activities are given to them. Resource persons from different fields visit the school and give the students awareness programmes. Youth animation programmes and Leadership training programmes are included given in their extra curricular activities. They are trained to discipline their mind.

The ANOVA test result shows that there is no significant difference among ST, SC, MBC, BC and OC students in their positive focus, systematic problem solving, task-efficacy, self-blame and reasonable goal setting and cognitive self-management. This may be due to the fact that caste or community has nothing to do with the cognitive self-management of the X standard students. Feelings are same and the learning process and the thinking abilities are common to all the students.

The ANOVA test result shows that there is significant difference among boys, girls and co-education school X standard students in their positive focus, systematic problem solving, task-efficacy and cognitive self-management. The girls' schools X standard students are having better positive thinking, systematic problem solving, and task-efficacy and cognitive self-management. This may be due to the fact that they have a better disposition to accept themselves in a given environment. The girls' schools train their students to learn to feel good, to develop positive attitude, to learn to put wholehearted efforts and continuous drilling to bring improvement in their cognitive self-management.
According to Chi-square analysis, there is significant association between fathers' education of X standard students and their positive focus and cognitive self-management. Students whose fathers' are educated are having better positive focus and cognitive self-management. This indicates that the students of educated parents have an optimistic way of perceiving problems and they accept others as friends (behaviour-greetings, conversation) which results in environmental consequences (e.g. attention, praise, other social reinforcements) which in turn influences both future behaviour and cognitions and beliefs.

According to Chi-square analysis, there is significant association between mothers' education of X standard students and their positive focus, task-efficacy, self-blame, reasonable goal setting and cognitive self-management. Students whose mothers are educated have better positive focus, task-efficacy, and self-blame, reasonable goal setting and cognitive self-management. This may be due to the fact that this significant association influences the good relationship, which would enable the social contact with other people, how he or she could cope up, one's learning behaviour along with the general adjustment. Parents are the first teachers to the children. They can develop better study habits among their children. The quality of nurturing and stimulation that a child receives in the first few years of life, can have effects on their development that lasts through out their lifetime. Early childhood experiences have powerful effects, on the development of the children's physical and emotional abilities and influence their intellectual development in many areas. A child on his / her parents lap learns more than languages he / she is developing emotional responses, such as the ability to trust and sense of safety. The care that children receive in the early years influences later success in school. Readiness to learn in kindergarten is the best indicator that children will do well in school.

According to Chi-square analysis, there is no significant association between fathers' occupation of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting, and cognitive self-management. Parental occupations do not have any associative significance with that of their children's cognitive self-management. This may be due to the fact that equal educational opportunities are given to all the
students, irrespective of their fathers’ occupational status. Uniformity is kept up in almost all the educational institutions whether they are aided or unaided by the state government. The government encourages the talent search examination and helps the highly talented scorer even prior to the X standard in the lower secondary. Thus government helps the meritorious to complete their higher studies. Irrespective of their social status, they are selected for aeronautic training, air force, military service in Wellington Barracks, and other apprentices to Cordite Factory, Aruvankadu, in Nilgiris district and so on.

According to Chi-square analysis, there is no significant association between rank in the family of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self management. This analysis indicates that the cognitive self-management of X standard students is associated significantly with that of the rank in the family. Nowadays in modern families parents are very particular to have one or two children at the most.

According to Chi-square analysis, there is significant association between the size of the family of X standard students and their positive focus, task-efficacy and cognitive self-management. The students from the large size of the family have significant association between the size of the family and their positive focus, task-efficacy and cognitive self-management. This may be due to the fact that the students coming from the larger size of the family have better environment of social relationship and social adjustments, behavioural adjustment and have mental maturity. Hence they have an optimistic sense in everything and careful attention to specific details and skillful ability to isolate relevant from irrelevant and to monitor one's cognitive self-evaluation and management.

**ACADEMIC INTRINSIC MOTIVATION OF X STANDARD STUDENTS**

The percentage analysis shows that the male students have higher level of academic intrinsic motivation than the female students in Tamil, English, Science and academic intrinsic motivation. This indicates that the male students have more creative abilities than the female students.
The percentage analysis shows that the rural students have higher level of intrinsic motivation than the urban residing students in English, Mathematics, Social science and Science. But in intrinsic motivation both rural and urban students have equal level of academic intrinsic motivation. This is due to the fact that both the rural and urban residing X standard students are having the same internal disposition towards learning process and self perceptions about themselves positively.

The t-test result shows that there is no significant difference between male and female students of X standard in their intrinsic motivation in Tamil, English, Mathematics, Social science, Science and academic intrinsic motivation. This may indicate that more innovative curriculum and innovative methods may be implemented in our educational system. Instead of making the students memorise the perfect answers to probable questions, the schools should instill in the minds of the students, the creative thinking and to apply the practical knowledge that they have acquired through discovery and exploration.

The t-test result shows that there is no significant difference between rural and urban X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation. This may be due to the fact that both the rural and urban residing X standard students have the internal disposition, towards learning process and self perceptions about themselves positively.

The t-test result shows that there is no significant difference between government and private school X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation. This may indicate the fact that the private schools are concentrating on the special coaching to students to reproduce what they have stored in memory in SSLC and HSC examinations.

The ANOVA test result shows that there is no significant difference among ST, SC, MBC, BC and OC X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation. This may be due to the
fact that ST, SC, MBC, BC and OC X standard students have the same internal disposition, towards learning process and self-perceptions about themselves positively.

The ANOVA test result shows that there is no significant difference among boys, girls and co-education school X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation. This may indicate that our educational system and the curricula may have to be revised.

According to Chi-square analysis, there is no significant association between fathers' education and intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation of X standard students.

According to Chi-square analysis there is significant association between mothers' education of X standard students and their intrinsic motivation in Tamil and English and their academic intrinsic motivation. This may be due to the fact that a parent especially the mother, by providing warm and responsive care, strengthens the biological systems and helps a child handle his / her emotions. The brain develops according to the quantity and quality of the stimuli it receives.

According to Chi-square analysis there is significant association between fathers' occupation of X standard students and their academic intrinsic motivation. This may be due to the fact that many of the parents are coolies and their high motivation is to see their sons / daughters complete the secondary school education or the higher secondary education, though they may not aim to get their children Medical or Engineering seats in Nilgiris. Immediately after their school studies, the parents want their children to earn and help the family with whatever the income they get.

According to Chi-square analysis there is significant association between size of the family of X standard students and their intrinsic motivation in Tamil. This may be due to the fact that the students from the large families have a better access to the social relationship and they have a better ability to develop the languages for a good conversation.
The General Awareness of X Standard Students

The percentage analysis shows that the male students are having higher level of general awareness than the female students. This may indicate that the male students are having better disposition to understand the given situation and to apply their practical knowledge in administering a task skill.

The percentage analysis shows that the urban students are having higher level of general awareness than the rural students. This may be due to the fact that the urban students have better home environment than the rural students. The urban students are well exposed to the immediate happenings of life and to the mass media communication and to the daily news. Whereas the rural students reach home, late in the evening and have very minimum time to spend for their homework and studies in Nilgiris.

The t-test result shows that there is significant difference between male and female students of X standard in their awareness in History, Administration, Geography, Science and general awareness. The male students are having higher level of awareness than the female students in History, Administration, Geography, Science and general awareness. This may be due to the fact that Nilgiris being the tourist center the male students have a better alertness, familiarity and interest for historical places and eagerness for knowing the historical happenings discovering geographical boundaries, the scientific inventions and the general awareness of personal adjustments.

The t-test result shows that there is significant difference between government and private school X standard students in their awareness in Science, General Knowledge and general awareness. The private school students are having higher level of awareness in Science, General knowledge and in general awareness than government school X standard students. This may be due to the fact that they are given quiz programmes, awareness programmes and other training in extra curricular activities and have educational tours and school visits.

The ANOVA test result shows that there is significant difference among ST, SC, MBC, BC and OC X standard students in their general awareness. The BC and MBC students are
having slightly better general awareness. This may be due to the fact that they have a sense of familiarity, sensitivity and consciousness of what is happening in and around them and outside the school environment.

The ANOVA test result shows that there is significant difference among boys, girls and co-education school X standard students in their awareness in History, Administration, Science, General Knowledge and general awareness. Boys' school students of X standard significantly differ from girls' and co-education school students. This may be due to the fact that the boys are well exposed to the awareness of recognizing and realizing something or some one and an eagerness to know. And they are much interested and able to roam about and to freely participate in all the extra curricular activities than the other schools students.

According to Chi-square analysis there is significant association between fathers' education of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness. This indicates that the students coming from the educated fathers have a better general awareness and better disposition to know the reality of what is happening in and around them.

According to Chi-square analysis there is significant association between mothers' education of X standard students and their awareness in History, Administration, Science, General Knowledge and general awareness. This indicates that the educated mothers understand and accept the reality of their children, as a separate and complete individuals, who will often have very different feelings, opinions and goals in life (whether they like it or not). This acceptance gives them the real awareness of what they are and what role they will have to play in the world.

According to Chi-square analysis there is significant association between fathers' occupation of X standard students and their awareness in Administration and Science. This may indicate that the students whose parents are in better occupation have a better chance to be aware of the life situations and the other knowledge about the administration and the cognitive development.
According to Chi-square analysis there is significant association between rank in the family of X standard students and their awareness in Administration, Geography and general awareness. This indicates that the first child or the only child in the family gets all the opportunity to learn everything and enjoys the total freedom and acceptance of the parents, and is aware of the appraisal, acquaintance and alertness of the general adjustments.

According to Chi-square analysis there is significant association between size of the family of X standard students and their awareness in Administration, Geography, Science and General Knowledge. This may be due to the fact that the students coming from the larger families have a better adjustment, and better ability to relate to others and to be aware of the know-how of the things than the students coming from the smaller size of the family.

THE SCHOLASTIC PERFORMANCE OF X STANDARD STUDENTS

The percentage analysis shows that the female students of X standard have higher level of performance than the male students in Tamil, English, Mathematics, Science, Social Science and scholastic performance. This may be due to the fact that the female students are more self-confident of themselves and exhibit an intention to strive for scholastic achievement considering it as a prime goal than the male students of X standard in Nilgiris.

The percentage analysis shows that the rural students of X standard have higher level of performance than the urban students in Tamil, English, Mathematics, Science, Social Science and scholastic performance. This may be due to the fact that the rural students have higher motivation and a better disposition to learn, have self-concept and ability in setting up the goal to achieve further, without giving room for "distractions".

The t-test result shows that there is significant difference between male and female students of X standard in their performance in English, Mathematics, Social Science and scholastic performance. The female students have higher level of performance in English, Mathematics, and Social Science and scholastic performance. This may be due to the fact that they are given special classes and extra drilling, group studies even on Saturdays and Sundays and are made to memorise the probable questions and answers. They are not distracted like that of the male students.
The t-test result shows that there is significant difference between rural and urban residing X standard students in their performance in Tamil, English, Mathematics, Science and scholastic performance. The rural students have higher level of performance than the urban students of X standard in Tamil, English, Mathematics, Science, Social science and scholastic performance. This may be due to the fact that it is unique to note that in Nilgiris most of the X standard students, come from rural villages of "Hatties" and "Mandhu" as they have an easy access of free bus pass to reach school and it is not a surprise that the rural students have higher motivation and eagerness and interests to learn and to come up in life by competing with the new environmental situation.

The ANOVA test result shows that there is significant difference among ST, SC, MBC, BC and OC X standard students in their performance in English and scholastic performance. The MBC, BC X standard students have higher level of performance in English and scholastic performance. This may be due to the fact these students are confident of themselves and have better environment at home to learn to speak and develop the language skill.

The ANOVA test result shows that there is significant difference among boys, girls and co-education school X standard students in their performance in Mathematics, Science, and Social Science and scholastic performance. The girls' school students have higher level performance in Mathematics, Science, Social Science and scholastic performance. This may be due to the fact that they are given special classes, group study, Saturday classes and are trained to memorise the probable questions and answers.

According to Chi-square analysis there is significant association between fathers' education of X standard students and their performance in Tamil, English and scholastic performance. This indicates that an educated father takes special care in teaching the child at home and trains the child to speak properly, the right language and develops the reading habits and writing skill.

According to Chi-square analysis there is significant association between mothers' education of X standard students and their performance in Tamil and English. This
indicates that the educated mothers play a vital role in bringing up their children. The quality of nurturing and stimulation that a child receives in the first few years of life can have effects on development of children. A child on his / her mother's lap learns more than languages he / she is developing the ability to trust and a sense of safety.

According to Chi-square analysis there is significant association between size of the family of X standard students and their performance in English, Mathematics and Science. The students from the larger size of the family have an easy access to sociability and there by get the validating responses and helps from the other members and elders of the family. Thus they develop their learning cognitive skills, the ability to think and solve problems; and the ability to explore, express, experience and how to relate with others.

**INFLUENCE OF COGNITIVE SELF-MANAGEMENT, ACADEMIC INTRINSIC MOTIVATION AND GENERAL AWARENESS ON SCHOLASTIC PERFORMANCE OF X STANDARD STUDENTS**

According to correlation analysis. there is significant relationship between scholastic performance of X standard students and their self-blame. The cognitive self-management of X standard students influences their scholastic performance. This may be due to the fact that the students have a strong need for praise or positive feedback. They are longing for acceptance from others. They need others to confirm the view that they have of themselves. Praise and blame should not be judged on an either-or basis but should be used to fit the case.

According to correlation analysis, there is significant negative relationship between scholastic performance of X standard male students and their positive focus, systematic problem solving and task-efficacy. The cognitive self-management of X standard male students negatively influences their scholastic performance. This may be due to the fact that the present teaching learning process needs teacher-student interaction. The teacher must help the students to think positively and to set short term goals in achieving their task. Focus must be centered on the culture of the school as well as on the culture of the student. Thus a better interaction and understanding can be created by changing focus on self to focus on task-needs. This attitude
influences their future behaviour, cognitions and their beliefs. Their way of perceiving problems becomes positive and naturally they involve in solving the problems systematically and efficiently. They become efficient in carrying out any task in life.

According to correlation analysis, there is significant relationship between scholastic performance of X standard female students and their reasonable goal setting and cognitive self-management. The cognitive self-management of X standard female students influences their scholastic performance. This may be due to the fact that female students are having better reasonable goal setting and cognitive self-management, in learning and thinking. By past experience and insight, they set up a real goal, with better cognitive management. It further reveals that the female students have higher desire than the male students, for the approval and challenge in school subjects.

According to correlation analysis, there is significant relationship between scholastic performance of X standard urban students and their self-blame and reasonable goal setting. The cognitive self-management of X standard students influences their scholastic performance. This may be due to the fact that the urban students are more sensitive to the praise or blame. They want acceptance from their parents as well as from others. A better supportive class room climate and a responsive caring, can help the students to a better learning. Positive reinforcements like token and praise must be encouraged to set up short-term goals and carry out their task to achieve scholastically.

According to correlation analysis, there is significant negative relationship between scholastic performance of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation. The academic intrinsic motivation of X standard students is negatively influencing their scholastic performance. This may be due to the fact that students studying X standard in Tamil Nadu can mechanically study the answers of the previous years questions and they can reproduce the answers in the examination. Further, the written examination is the only source for promoting the students to the higher classes. Hence a better examination system could be followed.
According to correlation analysis, there is significant negative relationship between scholastic performance of X standard male students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation. This may be due to the fact they are fed up with the rigid syllabus of the school subjects. Through 'mug and cram' they learn mechanically the same type of questions and answers and reproduce what they have learned earlier. Though they get good marks they are incompetent. They tend to become less task-oriented. The teachers must understand and appraise the negative attitudes of students towards learning and identify positive alternative attitude, in applying learning strategies and must direct and guide them by encouraging autotelic flow.

According to correlation analysis, there is significant negative relationship between scholastic performance of X standard female students and their intrinsic motivation in Social Science and Science. The academic intrinsic motivation is negatively influencing the scholastic performance of X standard female students. This may be due to the fact that the present learning becomes less task-oriented due to rigid syllabus. Creativity must be encouraged.

According to correlation analysis, there is significant negative relationship between scholastic performance of X standard rural students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation. The academic intrinsic motivation is negatively influencing the scholastic performance of X standard rural students. This may be due to the fact that the school level policies and practices should stress learning task mastery and effort rather than relative performance and competition.

According to correlation analysis, there is significant negative relationship between scholastic performance of X standard urban students and their intrinsic motivation in English, Mathematics, Social Science, Science and academic intrinsic motivation. This may be due to the fact that urban students are having better intrinsic motivation in English, Mathematics, Social Science, Science and academic intrinsic motivation. This significant negative relationship explains that creative interests must be encouraged in learning, which calls for rich opportunities for individuals to explore and to test themselves openly.
According to correlation analysis, there is significant relationship between scholastic performance of X standard students and their awareness in Administration, Geography, Science, General Knowledge and general awareness. This reveals that the general awareness of X standard students influences their scholastic performance. This may be due to the fact that the students are aware of their general ability and their personal and social adjustment to the environment of relating to some one / some thing, risk-taking ability and problem solving skill towards the know-how of the resources available to the humanity.

According to correlation analysis, there is significant relationship between scholastic performance of X standard male students and their awareness in History, Geography, Science, General Knowledge and general awareness. This reveals that the general awareness of the X standard students influences their scholastic performance. This may be due to the fact that the students are exposed to the reality, to explore and to express their willingness to be aware of the events, facts, findings and boundaries.

According to correlation analysis, there is significant relationship between scholastic performance of X standard female students and their awareness in Administration. This reveals that the female students who have more general awareness, reach the higher level of scholastic performance. They are fully confident of themselves that they will get through their examinations by hard work and study. Further it reveals that the female students are having better knowledge and interest in administration. This is due to their Tamil culture of house-managing skill.

The correlation analysis shows that there is significant relationship between scholastic performance of X standard rural students and their awareness in Geography, Science and general awareness. This may be due to the fact that the rural students are having much interest and appreciation for the flora and fauna of Geography and are interested in discovering and knowing new things and permit themselves to get involved in events.

The correlation analysis reveals that there is significant relationship between scholastic performance of X standard urban students and their awareness in General Knowledge
and general awareness. This may be due to the fact that the urban students have better opportunity to develop their general knowledge by referring to recent media of communication by means of resourceful library and availability of debates and seminars.

The multiple correlations analysis reveals that irrespective of sex, (male or female) and residence (rural or urban) there is significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard students. This may be due to the fact that the X standard students with better cognitive self-management are having high academic intrinsic motivation and these students will show better general awareness. These factors are very much influencing their scholastic performance of X standard students.

SUGGESTIONS

**SUGGESTIONS TO EDUCATIONAL ADMINISTRATORS**

On the basis of the findings, the investigator has given the following suggestions to the Educational Administrators.

1. A positive approach and a positive outlook is needed on the part of the Educational Administrators to have empathetic attitude towards understanding the X standard students. The acceptance and handling with care, and the caring-giving attention are needed on the part of the Teachers to carry out the "teaching-learning process".

2. Creating self-confidence and self-esteem in the teaching process needs a balanced technique and skill on the part of the teachers in generating originality, creativity and task exploring ability and solution seeking potentiality in the minds of the students. Ultimately "a new pedagogy" would help both the teachers and students.
3. A new examination system would be appreciable to evaluate the creativity and ability of the students.

4. The syllabus could be modified in such a manner that the learner discovers the creative potentialities and extends the utilization of it to other resources (like water resource management, traditional methods of preparing fertilizers, preserving food grains, utilizing herbs and ensuring cleanliness and developing a sense of attachment and responsibility towards other individuals and the community) towards the building up of better society.

5. General awareness programmes and general knowledge tests could be conducted periodically and it could be included in the curriculum as a separate subject.

6. Group sessions, contact programmes and special awareness programs could be conducted periodically to develop the emotional maturity of the X standard students i.e., the ability to sense, understand and effectively apply the power of emotions, appropriately channeled as a source of human energy, creativity and influence.

7. Nurturing and supportive parenting is needed to X standard students to provide firm but fair limits assist children in becoming healthy, well functioning adults.

8. The parents and teachers are the warm and supportive care givers of the X standard students. A cordial relationship could be maintained in bringing up the students.

9. To increase the general awareness of the students quiz programmes, general awareness programmes and personality development programmes can be conducted periodically.
10. New innovative methods can be introduced in the teaching-learning process of X standard students.

11. To increase the students' intrinsic motivation computer integrated method can be encouraged and introduced in teaching.

12. Web based teaching will create the curiosity and by giving references to the web sites the creativity of the students is generated in learning process.

13. To increase the scholastic performance of the students' website based project works and assignments can be given to them.

14. The PTA can arrange for social functions, Science exhibitions and other career guidance courses to the students.

15. The school should maintain a cordial relationship between the PTA members and the teachers in carrying out the teaching-learning process.

**SUGGESTIONS FOR FURTHER RESEARCH**

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

1. A study of influence of self-acceptance, creativity, on cognitive self-management of higher secondary students.

2. Influence of Locus of control, Intelligence on cognitive self-management of higher secondary students.

3. Influence of Inter personal Orientation, general awareness on scholastic performance of higher secondary students.


5. Influence of Temperament, anxiety on cognitive self-management of higher secondary students.

6. Relationship of Anxiety and Intrinsic motivation to scholastic performance of higher secondary students.
7. A study of Self-management and Intrinsic motivation of Introvert and Extrovert higher secondary students.

8. Relationship between Academic Intrinsic Motivation and Emotional Intelligence of the high school students.


10. Relationship between Cognitive self-management and Web-searching skills of the high school students.