Chapter - V

Findings, Conclusions and Suggestions
CHAPTER V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

FINDINGS

I. AFFECT INTENSITY OF HIGHER SECONDARY GIRLS

1.1. Fifteen percent of higher secondary girls have high level of affect intensity. Regarding Tamil medium girls, 13 percent have high level of affect intensity. Regarding English medium girls, 18 percent of them have high level of affect intensity.

1.2. Thirteen percent of rural higher secondary girls have high level of affect intensity. Regarding urban girls, 18 percent of them have high level of affect intensity.

1.3. There is no significant difference between Tamil and English medium higher secondary girls in their affect intensity.

1.4. There is no significant difference between rural and urban higher secondary girls in their affect intensity.

1.5. There is no significant difference between hosteller and day-scholar higher secondary girls in their affect intensity.

1.6. There is no significant difference between girls' school and co-education school higher secondary girls in their affect intensity.

1.7. There is significant difference between higher secondary girls from low and high socio-economic status groups in their affect intensity.
1.8. There is no significant difference between low and high achievers in their affect intensity.

1.9. (a) There is significant difference among biology, computer science, science, history, vocational and accountancy group higher secondary girls in their affect intensity.

(b) Higher secondary girls in computer science group have more affect intensity than the girls of other groups. While comparing science and accountancy group girls, accountancy group girls have more affect intensity. While comparing vocational and accountancy group girls, accountancy group girls have more affect intensity.

1.10. (a) There is significant difference among christian, hindu and muslim higher secondary girls in their affect intensity.

(b) Hindu girls have more affect intensity than christian and muslim higher secondary girls.

1.11. There is no significant difference among FC, BC/MBC and SC/ST higher secondary girls in their affect intensity.

1.12. There is no significant difference among government, aided and unaided higher secondary school girls in their affect intensity.

1.13. There is no significant association between family size and affect intensity of the higher secondary girls.

1.14. There is no significant association between order of birth and affect intensity of the higher secondary girls.
1.15. There is no significant association between father's educational qualification of the higher secondary girls and their affect intensity.

1.16. There is no significant association between mother's educational qualification of the higher secondary girls and their affect intensity.

1.17. There is significant association between father's occupation of the higher secondary girls and their affect intensity.

1.18. There is significant association between mother's occupation of the higher secondary girls and their affect intensity.

1.19. There is no significant association between parents' annual income of the higher secondary girls and their affect intensity.

II. FRIENDSHIP OF HIGHER SECONDARY GIRLS

2.1. (a) Eighteen percent of higher secondary girls have high level of enjoyment.

(b) Twenty six percent of higher secondary girls have high level of acceptance.

(c) Twenty five percent of higher secondary girls have high level of trust.

(d) Thirty percent of higher secondary girls have high level of respect.

(e) None of the higher secondary girls have high level of mutual assistance.

(f) Twenty one percent of higher secondary girls have high level of confiding.

(g) Sixteen percent of higher secondary girls have high level of understanding.

(h) Six percent of higher secondary girls have high level of spontaneity.

(i) Fifteen percent of higher secondary girls have high level of friendship.
2.2. (a) Fifteen percent of higher secondary Tamil medium girls have high level of enjoyment. Regarding English medium higher secondary girls, 23 percent of them have high level enjoyment.

(b) Among Tamil medium girls, 24 percent of them have high level of acceptance and among English medium girls, 28 percent of them have high level of acceptance.

(c) Among Tamil medium girls, 21 percent of them have high level of trust and among English medium girls, 30 percent of them have high level of trust.

(d) Among Tamil medium girls, 31 percent of them have high level of respect and among English medium girls, 29 percent of them have high level of respect.

(e) Among Tamil medium girls, none of them have high level of mutual assistance and among English medium girls, none of them have high level of mutual assistance.

(f) Among Tamil medium girls, 20 percent of them have high level of confiding and among English medium girls, 23 percent of them have high level of confiding.

(g) Among Tamil medium girls, 13 percent of them have high level of understanding and among English medium girls, 20 percent of them have high level of understanding.

(h) Among Tamil medium girls, 2 percent of them have high level of spontaneity and among English medium girls, 8 percent of them have high level of spontaneity.
(i) Among Tamil medium girls, 9 percent of them have high level of friendship and among English medium girls, 22 percent of them have high level of friendship.

2.3. (a) Seventeen percent of rural higher secondary girls have high level of enjoyment. Regarding urban higher secondary girls, 22 percent of them have high level of enjoyment.

(b) Among rural girls, 27 percent of them have high level of acceptance and among urban girls, 24 percent of them have high level of acceptance.

(c) Among rural girls, 23 percent of them have high level of trust and among urban girls, 30 percent of them have high level of trust.

(d) Among rural girls, 31 percent of them have high level of respect and among urban girls, 28 percent of them have high level of respect.

(e) Among rural girls, 27 percent of them have high level of mutual assistance and among urban girls, none of them have high level of mutual assistance.

(f) Among rural girls, 21 percent of them have high level of confiding and among urban girls, 21 percent of them have high level of confiding.

(g) Among rural girls, 14 percent of them have high level of understanding and among urban girls, 20 percent of them have high level of understanding.

(h) Among rural girls, 3 percent of them have high level of spontaneity and among urban girls, 8 percent of them have high level of spontaneity.

(i) Among rural girls, 12 percent of them have high level of friendship and among urban girls, 19 percent of them have high level of friendship.
2.4. There is significant difference between Tamil and English medium higher secondary girls in their enjoyment, trust, mutual assistance, spontaneity and friendship but there is no significant difference between Tamil and English medium higher secondary girls in their acceptance, respect, confiding and understanding.

2.5. There is significant difference between rural and urban higher secondary girls in their trust, mutual assistance and spontaneity but there is no significant difference between rural and urban higher secondary girls in their enjoyment, acceptance, respect, confiding, understanding and friendship.

2.6. There is no significant difference between hosteller and day-scholar higher secondary girls in their enjoyment, acceptance, trust, respect, mutual assistance, confiding, understanding, spontaneity and friendship.

2.7. There is significant difference between girls’ school and co-education school higher secondary girls in their trust, respect, mutual assistance, confiding, understanding and friendship but there is no significant difference between girls’ school and co-education school higher secondary girls in their enjoyment, acceptance and spontaneity.

2.8. There is significant difference between higher secondary girls from low and high socio-economic status groups in their trust, mutual assistance, and spontaneity but there is no significant difference between higher secondary girls from low and high socio-economic status groups in their enjoyment, acceptance, respect, confiding, understanding and friendship.

2.9. There is significant difference between low and high achievers in their trust, mutual assistance, confiding and friendship but there is no significant
difference between low and high achievers in their enjoyment, acceptance, respect, understanding and spontaneity.

2.10. There is no significant difference between higher secondary girls with low and high affect intensity in their enjoyment, acceptance, trust, respect, mutual assistance, confiding, understanding, spontaneity and friendship.

2.11. (a) There is significant difference among biology, computer science, science, history, vocational and accountancy group higher secondary girls in their trust, respect, mutual assistance, spontaneity and friendship but there is no significant difference among biology, computer science, science, history, vocational and accountancy group higher secondary girls in their enjoyment, acceptance, confiding and understanding.

(b) The higher secondary girls in computer science group have more trust than the girls in other groups. While comparing biology, vocational and accountancy group higher secondary girls, biology group girls have more trust. While comparing science, history, vocational and accountancy group higher secondary girls, science group girls have more trust.

(c) The science group higher secondary girls have better respect than the girls in other groups. While comparing computer science and accountancy group higher secondary girls, computer science group girls have better respect.

(d) The biology group higher secondary girls have better mutual assistance than the girls of other groups. While comparing computer science, vocational and accountancy group higher secondary girls, computer science group girls have better mutual assistance. While comparing science, vocational and
accountancy group higher secondary girls, science group girls have better mutual assistance.

(e) The biology group higher secondary girls have more spontaneity than the girls of other groups. While comparing computer science and vocational group higher secondary girls, computer science group girls have more spontaneity. While comparing science and vocational group higher secondary girls, science group girls have more spontaneity.

(f) The computer science group girls have better friendship than the girls of other groups. While comparing biology and accountancy group higher secondary girls, biology group girls have better friendship. While comparing science, vocational and accountancy group higher secondary girls, science group girls have better friendship.

2.12. (a) There is significant difference among christian, hindu and muslim higher secondary girls in their trust, mutual assistance and friendship but there is no significant difference among christian, hindu and muslim girls in their enjoyment, acceptance, respect, confiding, understanding and spontaneity.

(b) The muslim girls have more trust than christian and hindu higher secondary girls. While comparing christian and hindu higher secondary girls, christian girls have more trust.

(c) The christian girls have better mutual assistance than the hindu and muslim higher secondary girls. While comparing hindu and muslim higher secondary girls, muslim girls have better mutual assistance.

(d) The muslim girls have better friendship than christian and hindu higher secondary girls.
2.13. There is no significant difference among FC, BC/MBC and SC/ST higher secondary girls in their enjoyment, acceptance, trust, respect, mutual assistance, confiding, understanding, spontaneity and friendship.

2.14. There is no significant difference among government, aided and unaided higher secondary school girls in their enjoyment, acceptance, trust, respect, mutual assistance, confiding, understanding, spontaneity and friendship.

2.15. There is no significant association between family size and enjoyment, acceptance, trust, respect, mutual assistance, confiding, understanding, spontaneity and friendship of higher secondary girls.

2.16. There is no significant association between order of birth and enjoyment, acceptance, trust, respect, mutual assistance, confiding, understanding, spontaneity and friendship of higher secondary girls.

2.17. There is significant association between father's educational qualification and enjoyment, trust and friendship of higher secondary girls but there is no significant association between father's educational qualification and acceptance, respect, mutual assistance, confiding, understanding and spontaneity of higher secondary girls.

2.18. There is significant association between mother's educational qualification and enjoyment, trust, understanding, spontaneity and friendship of higher secondary girls but there is no significant association between mother's educational qualification and acceptance, respect, mutual assistance and confiding of higher secondary girls.

2.19. There is significant association between father's occupation and respect and friendship of higher secondary girls but there is no significant association...
between father's occupation and enjoyment, trust, mutual assistance, confiding, understanding and spontaneity of higher secondary girls.

2.20. There is significant association between mother's occupation and friendship of higher secondary girls but there is no significant association between mother's occupation and enjoyment, acceptance, trust, respect, mutual assistance, confiding, understanding and spontaneity of higher secondary girls.

2.21. There is significant association between parents' annual income and trust, respect and friendship of higher secondary girls but there is no significant association between parents' annual income and enjoyment, acceptance, mutual assistance, confiding, understanding and spontaneity of higher secondary girls.

III. MODERNITY OF HIGHER SECONDARY GIRLS

3.1. (a) Twenty One percent of higher secondary girls have high level of attitude towards women's right.

(b) Twenty One percent of higher secondary girls have high level of attitude towards changes.

(c) Seventeen percent of higher secondary girls have high level of attitude towards religiousity.

(d) Thirteen percent of higher secondary girls have high level of attitude towards mass media.

(e) Thirteeen percent of the higher secondary girls have high level of attitude towards new working experience.
Eleven percent of higher secondary girls have high level of attitude towards education.

Fifteen percent of higher secondary girls have high level of modernity.

3.2. (a) Sixteen percent of higher secondary Tamil medium girls have high level of attitude towards women’s right. Regarding English medium higher secondary girls, 27 percent of them have high level of attitude towards women’s right.

(b) Nineteen percent of higher secondary Tamil medium girls have high level of attitude towards changes. Among English medium girls, 22 percent of them have high level of attitude towards changes.

(c) Nineteen percent of higher secondary Tamil medium girls have high level of attitude towards religiousity. Among the English medium girls, 14 percent of them have high level of attitude towards religiousity.

(d) Ten percent of higher secondary Tamil medium girls have high level of attitude towards mass media. Among English medium girls, 15 percent of them have high level of attitude towards mass media.

(e) Eleven percent of higher secondary Tamil medium girls have high level of attitude towards new and working experiences. Among English medium girls, 16 percent of them have high level of attitude towards new and working experiences.

(f) Eight percent of higher secondary Tamil medium girls have high level of attitude towards education. Among English medium girls, 13 percent of them have high level of attitude towards education.
(g) Ten percent of higher secondary Tamil medium girls have high level of modernity. Among English medium girls 19 percent of them have high level of modernity.

3.3. (a) Eighteen percent of higher secondary rural girls have high level of attitude towards women's right. Regarding urban higher secondary girls, 26 percent of them have high level of attitude towards women's right.

(b) Among rural girls, 22 percent of them have high level of attitude towards changes. Among urban girls, 18 percent of them have high level of attitude towards changes.

(c) Among rural girls, 16 percent of them have high level of attitude towards religiousity. Among urban girls, 19 percent of them have high level of attitude towards religiousity.

(d) Among rural girls, 14 percent of them have high level of attitude towards mass media. Among urban girls, 11 percent of them have high level of attitude towards mass media.

(e) Among rural girls, 12 percent of them have high level of attitude towards new and working experiences. Among urban girls, 16 percent of them have high level of attitude towards new and working experiences.

(f) Among rural girls, 10 percent of them have high level of attitude towards education. Among urban girls, 12 percent of them have high level of attitude towards education.

(g) Among rural girls, 12 percent of them have high level of modernity. Among urban girls 18 percent of them have high level of modernity.
3.4. There is significant difference between Tamil and English medium higher secondary girls in their attitude towards women's right, changes, mass media, new and working experiences, education and modernity but there is no significant difference between Tamil and English medium higher secondary girls in their attitude towards religiousity.

3.5. There is significant difference between rural and urban higher secondary girls in their attitude towards women's right, religiousity, new and working experiences, education and modernity but there is no significant difference between rural and urban higher secondary girls in their attitude towards changes and mass media.

3.6. There is significant difference between hosteller and day-scholar higher secondary girls in their attitude towards new and working experiences and modernity but there is no significant difference between hosteller and day-scholar higher secondary girls in their attitude towards women's right, changes, religiousity, mass media and education.

3.7. There is significant difference between girls' school and co-education school higher secondary girls in their attitude towards women's right, changes, religiousity, mass media, education and modernity but there is no significant difference between girls' school and co-education school higher secondary girls in their attitude towards new and working experiences.

3.8. There is significant difference between higher secondary girls from low and high socio-economic status groups in their attitude towards women's right, changes, religiousity, mass media, education and modernity but there is no significant difference between higher secondary girls from low and high

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socio-economic status groups in their attitude towards new and working experiences.

3.9. There is significant difference between low and high achievers in their attitude towards women's right, religiousity, mass media, new and working experiences, education and modernity but there is no significant difference between low and high achievers in their attitude towards changes.

3.10. There is significant difference between higher secondary girls with low and high affect intensity in their attitude towards changes, mass media and modernity but there is no significant difference between higher secondary girls with low and high affect intensity in their attitude towards women's right, religiousity, new and working experiences and education.

3.11. (a) There is significant difference among biology, computer science, science, history, vocational and accountancy group higher secondary girls in their attitude towards women's right, changes, religiousity, mass media, new and working experiences, education and modernity.

(b) The biology group girls have better attitude towards women’s right than the girls of other groups. While comparing computer science and vocational group higher secondary girls, computer science group girls have better attitude towards women’s right. While comparing computer science and accountancy group higher secondary girls, computer science group girls have better attitude towards women’s right. While comparing science and vocational group higher secondary girls, science group girls have better attitude towards women’s right. While comparing history and vocational
group higher secondary girls, history group girls have better attitude towards women's right.

(c) The biology group girls have better attitude towards changes than the girls of other groups. While comparing computer science and science group higher secondary girls, computer science girls have better attitude towards changes. While comparing science and accountancy groups higher secondary girls, accountancy group girls have better attitude towards changes.

(d) The history group girls have better attitude towards religiousity than the girls of other groups. While comparing biology and vocational group higher secondary girls, vocational group girls have better attitude towards religiousity. While comparing computer science and vocational group higher secondary girls, vocational group girls have better attitude towards religiousity. While comparing science and vocational group higher secondary girls, vocational group girls have better attitude towards religiousity.

(e) The biology group girls have better attitude towards mass media than the girls of other groups. While comparing computer science and vocational group higher secondary girls, computer science group girls have better attitude towards mass media. While comparing science, history, vocational and accountancy group higher secondary girls, science group girls have better attitude towards mass media.

(f) The biology group girls have better attitude towards new and working experiences than the girls of other groups. While comparing computer science and vocational group higher secondary girls, computer science group
girls have better attitude towards new and working experiences. While comparing science and vocational group higher secondary girls, science group girls have better attitude towards new and working experiences. While comparing history and vocational group higher secondary girls, history group girls have better attitude towards new and working experiences.

(g) The biology group girls have better attitude towards education than the girls of other groups. While comparing computer science, history, vocational and accountancy group higher secondary girls, computer science group girls have better attitude towards education. While comparing science, vocational and accountancy group higher secondary girls, science group girls have better attitude towards education.

(h) The biology group girls have more modernity than the girls of other groups. While comparing computer science, vocational and accountancy group higher secondary girls, computer science group girls have more modernity. While comparing science and vocational group higher secondary girls, science group girls have more modernity. While comparing history and vocational group higher secondary girls, history group girls have more modernity.

3.12 .(a) There is significant difference among christian, hindu and muslim higher secondary girls in their attitude towards women’s right, religiosity and education but there is no significant difference among christian, hindu and muslim higher secondary girls in their attitude towards changes, mass media, new and working experiences and modernity.
(b) The Christian higher secondary girls have better attitude towards women's right than Hindu and Muslim girls.

(c) The Hindu higher secondary girls have better attitude towards religiousity than Christian and Muslim girls.

(d) The Christian higher secondary girls have better attitude towards education than Hindu and Muslim girls. While comparing Hindu and Muslim girls, Muslim girls have better attitude towards education.

3.13. (a) There is significant difference among FC, BC/MBC and SC/ST higher secondary girls in their attitude towards mass media but there is no significant difference among FC, BC/MBC and SC/ST higher secondary girls in their attitude towards women's right, changes, religiousity, new and working experiences, education and modernity.

(b) The FC higher secondary girls have better attitude towards mass media than BC/MBC and SC/ST girls.

3.14. (a) There is significant difference among government, aided and unaided higher secondary school girls in their attitude towards women's right, changes, religiousity, mass media, education and modernity but there is no significant difference among government, aided and unaided higher secondary school girls in their attitude towards new and working experiences.

(b) The unaided higher secondary school girls have better attitude towards women's right than government and aided higher secondary school girls.

(c) The aided higher secondary school girls have better attitude towards changes than government and unaided school girls. While comparing government
and unaided higher secondary school girls, unaided school girls have better attitude towards changes.

(d) The government higher secondary school girls have better attitude towards religiousity than aided and unaided school girls.

(e) The aided higher secondary school girls have better attitude towards mass media than government and unaided school girls. While comparing government and unaided higher secondary school girls, unaided school girls have better attitude towards mass media.

(f) The unaided higher secondary school girls have better attitude towards education than government and aided school girls. While comparing government and aided higher secondary school girls, aided school girls have better attitude towards education.

(g) The unaided higher secondary school girls have more modernity than government and aided school girls. While comparing government and aided higher secondary school girls, aided school girls have more modernity.

3.15. There is significant association between family size and attitude of higher secondary girls towards women’s right, religiousity and new and working experiences but there is no significant association between family size and attitude of higher secondary girls towards changes, mass media, education and modernity.

3.16. There is significant association between order of birth and attitude of higher secondary girls towards changes and religiousity but there is no significant association between their order of birth and attitude towards women’s right, mass media, new and working experiences, education and modernity.
117. There is significant association between father's educational qualification and attitude of higher secondary girls towards women's right, religiousity and education but there is no significant association between father's educational qualification and attitude of higher secondary girls towards changes, mass media, new and working experiences and modernity.

3.18. There is significant association between mother's educational qualification and attitude of higher secondary girls towards women's right and education but there is no significant association between mother's educational qualification and attitude of higher secondary girls towards changes, religiousity, mass media, new and working experiences and modernity.

3.19. There is significant association between father's occupation and attitude of higher secondary girls towards women's right and religiousity but there is no significant association between father's occupation and attitude of higher secondary girls towards changes, mass media, new and working experiences, education and modernity.

3.20. There is significant association between mother's occupation and attitude of higher secondary girls towards religiousity and education but there is no significant association between mother's occupation and attitude of higher secondary girls towards women's right, changes, mass media, new and working experiences and modernity.

3.21. There is significant association between parents' annual income and attitude of higher secondary girls towards women's right and religiousity but there is no significant association between parents' annual income and attitude of
higher secondary girls towards changes, mass media, new and working experiences, education and modernity.

**IV. SCHOLASTIC ACHIEVEMENT OF HIGHER SECONDARY GIRLS**

4.1. Eighteen percent of higher secondary girls have high level of scholastic achievement. Regarding Tamil Medium girls, 6 percent of them have high level of scholastic achievement respectively. Regarding English medium girls, 31 percent have high level of scholastic achievement.

4.2. Twelve percent of rural higher secondary girls have high level of scholastic achievement. Regarding urban girls, 26 percent of them have high level of scholastic achievement. In general 18 percent of higher secondary girls have high level of scholastic achievement.

4.3. There is significant difference between Tamil and English medium higher secondary girls in their scholastic achievement.

4.4. There is significant difference between rural and urban higher secondary girls in their scholastic achievement.

4.5. There is no significant difference between hosteller and day-scholar higher secondary girls in their scholastic achievement.

4.6. There is significant difference between girls’ school and co-education school higher secondary girls in their scholastic achievement.

4.7. There is significant difference between higher secondary girls from low and high socio-economic status groups in their scholastic achievement.

4.8. There is no significant difference between higher secondary girls with low and high affect intensity in their scholastic achievement.
4.9. (a) There is significant difference among biology, computer science, science, history, vocational and accountancy group higher secondary girls in their scholastic achievement.

(b) The computer science group higher secondary girls have better scholastic achievement than the girls of other groups. While comparing biology, science, history, vocational and accountancy group higher secondary girls, biology group girls have better scholastic achievement. While comparing science and vocational group higher secondary girls, science group girls have better scholastic achievement. While comparing history and accountancy group higher secondary girls, accountancy group girls have better scholastic achievement. While comparing vocational and accountancy group higher secondary girls, accountancy group girls have better scholastic achievement.

4.10. (a) There is significant difference among christian, hindu and muslim higher secondary girls in their scholastic achievement.

(b) The muslim higher secondary girls have better scholastic achievement than christian and hindu girls. While comparing christian and hindu higher secondary girls, christian girls have better scholastic achievement.

4.11 (a) There is significant difference among FC, BC/MBC and SC/ST higher secondary girls in their scholastic achievement.

(b) The FC higher secondary girls have better scholastic achievement than BC/MBC and SC/ST girls. While comparing BC/MBC and SC/ST higher secondary girls, BC/MBC girls have better scholastic achievement.
4.12 (a) There is significant difference among government, aided and unaided higher secondary school girls in their scholastic achievement.

(b) The unaided higher secondary school girls have better scholastic achievement than government and aided higher secondary school girls. While comparing government and aided higher secondary school girls, aided school girls have better scholastic achievement.

4.13. There is significant association between family size and scholastic achievement of the higher secondary girls.

4.14. There is significant association between order of birth and scholastic achievement of the higher secondary girls.

4.15. There is significant association between father’s educational qualification of the higher secondary girls and their scholastic achievement.

4.16. There is significant association between mother’s educational qualification of the higher secondary girls and their scholastic achievement.

4.17. There is significant association between father’s occupation of the higher secondary girls and their scholastic achievement.

4.18. There is significant association between mother’s occupation of the higher secondary girls and their scholastic achievement.

4.19. There is significant association between parents’ annual income of the higher secondary girls and their scholastic achievement.
V. RELATIONSHIP OF AFFECT INTENSITY, FRIENDSHIP AND MODERNITY TO SCHOLASTIC ACHIEVEMENT OF HIGHER SECONDARY GIRLS

5.1. There is no significant relationship between scholastic achievement and affect intensity of higher secondary girls.

5.2. There is no significant relationship between scholastic achievement and affect intensity of rural higher secondary girls.

5.3. There is no significant relationship between scholastic achievement and affect intensity of urban higher secondary girls.

5.4. There is significant relationship between scholastic achievement and acceptance, trust, mutual assistance, understanding, spontaneity and friendship of higher secondary girls but there is no significant relationship between scholastic achievement and enjoyment, respect and confiding of higher secondary girls.

5.5. There is significant relationship between scholastic achievement and friendship of rural higher secondary girls.

5.6. There is no significant relationship between scholastic achievement and friendship of urban higher secondary girls.

5.7. There is significant relationship between scholastic achievement of higher secondary girls and their attitude towards women’s right, changes, mass media, new and working experiences, education and modernity, but there is no significant relationship between scholastic achievement of higher secondary girls and their attitude towards religiousity.

5.8. There is significant relationship between scholastic achievement and modernity of rural higher secondary girls.
5.9. There is significant relationship between modernity and scholastic achievement of urban higher secondary girls.

5.10. There is no significant relationship between affect intensity and friendship of higher secondary girls.

5.11. There is no significant relationship between affect intensity and friendship of rural higher secondary girls.

5.12. There is no significant relationship between affect intensity and friendship of urban higher secondary girls.

5.13. There is no significant relationship between affect intensity and modernity of higher secondary girls.

5.14. There is significant relationship between affect intensity and modernity of rural higher secondary girls.

5.15. There is significant relationship between affect intensity and modernity of urban higher secondary girls.

5.16. There is significant relationship between friendship and modernity of higher secondary girls.

5.17. There is significant relationship between friendship and modernity of rural higher secondary girls.

5.18. There is no significant relationship between friendship and modernity of urban higher secondary girls.

5.19. There is significant influence of affect intensity, friendship and modernity of higher secondary girls on their scholastic achievement.
5.20 There is significant influence of affect intensity, friendship and modernity of rural higher secondary girl on their scholastic achievement.

5.21 There is significant influence of affect intensity, friendship and modernity of urban higher secondary girls on their scholastic achievement.

CONCLUSIONS

1. AFFECT INTENSITY OF HIGHER SECONDARY GIRLS

The percentage analysis shows that more English medium girls have high affect intensity than Tamil medium girls. This may be due to the fact that English medium students feel that they are over burdened with their studies due to lack of fluency in English. Further it reveals that more girls from urban area have affect intensity than girls from rural area, science the fast moving busy urban life makes then emotionally immature.

The ‘t’ test result reveals that there is significant difference between higher secondary girls from low and high socio-economic status groups in their affect intensity. The girls from high socio-economic status groups have more affect intensity than the girls from low socio-economic status groups. This may be due to the fact that girls from socio-economic status groups are not exposed much to the stressful life-events. Their sound economic background reduces the problem solving situations for them. So they are more emotional than rational.

The ‘t’ test result shows that there is no significant difference between Tamil and English medium higher secondary girls in their affect intensity. This indicates that medium of instruction has no impact on one’s affect intensity.

The ‘t’ test result also reveals that there is no significant difference between rural and urban, hosteller and day scholar and girls’ school and co-education school
higher secondary girls in their affect intensity. It also shows that there is no significant
difference between low and high achievers in their affect intensity. These results
indicate that location of residence, mode of stay, type of school and scholastic
achievement have no impact on affect intensity.

The ANOVA test result shows that there is significant difference among
biology, computer science, science, history, vocational and accountancy group higher
secondary girls in their affect intensity. Among them girls in computer science group
have more affect intensity than the girls of other groups. This may be due to the fact
that computer science group girls are computing mechanically most of the time. They
don’t have any aesthetic part in their subject whereas the students in biology group
have diagrams and those in history group, have life history of legends. Moreover, they
are aware of the fact that the syllabus for computer science paper for higher secondary
course is not updated with the present generation computers. So they have to attend
special courses to update their knowledge. As they are over burdened with the fast
developing field of computer science and the syllabi for the other groups have not
been changed much for years, the computer science group girls may respond more
emotionally.

Likewise the ANOVA test result also reveals that there is significant
difference among christian, hindu and muslim higher secondary girls in their affect
intensity. The hindu girls have more affect intensity than christian and muslim girls.
This may be due to the fact that in Hindu mythology there are more stories of fear and
tear, which provoke emotional tantrums. They are fed with the ideas of life before
birth and life after death while the christian and muslim girls are focused towards the
fruits of the present events. This results in the greater affect intensity of the hindu
girls.
The ANOVA result reveals that there is no significant difference among FC, BC/MBC and SC/ST and government, aided and unaided higher secondary school girls in their affect intensity. This may indicate that caste and type of school management have no impact on affect intensity.

The chi-square result reveals that there is no significant association between family size; order of birth; father's educational qualification; mother's educational qualification; parent's annual income and affect intensity of higher secondary girls. But there is significant association between the occupations of father and mother and the affect intensity of higher secondary girls. This may be due to the fact that occupation of the parents is the deciding factor for the economic background of the family, the strata of the society in which they move and the leisure time the parents spend with their adolescent girls. These influence their emotional response and hence the affect intensity of the higher secondary girls.

**II. FRIENDSHIP OF HIGHER SECONDARY GIRLS**

The percentage analysis shows that more girls from urban area have high level of friendship than girls from rural area. This is due to the social setup where friends can communicate even after school timings in urban areas, whereas the rural girls are more bound with their family members than their peers.

The 't' test result reveals that there is significant difference between Tamil and English medium higher secondary girls in their enjoyment, trust, mutual assistance, spontaneity and friendship but there is no significant difference between Tamil and English medium girls in their acceptance, respect, confiding and understanding. English medium girls are better in all the dimensions of friendship except respect. This may be due to the concept prevailing in our society that having English as the
medium of instruction makes a person superior. So they move freely with others, maintain friendship, but lack in respect.

The 't' test result shows that there is significant difference between rural and urban higher secondary girls in the dimensions of friendship namely, trust, mutual assistance and spontaneity. That is, the urban girls show more trust, mutual assistance and spontaneity than rural girls. This is due to their brought up from their childhood and also their attitude towards fellow beings in this materialistic world. They rely more upon a small circle of friends whereas rural girls trust and help a number of persons without much hesitation.

The 't' test result also reveals that there is no significant difference between hosteller and day-scholar higher secondary girls in all the dimensions of friendship. This reveals that mode of stay has no impact on friendship and its dimensions.

The 't' test result reveals that there is significant difference between girls' school and co-education school higher secondary girls in their trust, respect, mutual assistance, confiding, understanding and friendship. It also reveals that co-education school girls have better friendship than girls' school girls. This may be due to the fact that co-education system improves interpersonal relationship and help the girls develop integrated personality.

There is significant difference between low and high achievers in their trust, mutual assistance, confiding and friendship. Further, it is observed that high achievers have better friendship than low achievers. This may be because of the intention of the girls to be friendly with the high achievers and improve themselves in their studies.

It is also observed that higher secondary girls from high socio-economic status groups are better than the girls from low socio-economic status groups in friendship.
There is significant difference between the girls from either groups in trust, mutual assistance and spontaneity. This may be due to the fact that the higher secondary girls also prefer to have friendship with those from high socio-economic status groups, like the people in the society.

Furthermore, the ANOVA test result reveals that there is significant difference among biology, computer science, science, history, vocational and accountancy group higher secondary girls in their trust, respect, mutual assistance, spontaneity and friendship. Computer science group girls have more trust while science group girls have better respect. Biology group girls are better in mutual assistance and they are also ahead of others in spontaneity. Altogether, computer science group girls have better friendship than the girls of other groups. These results show that group of study has an impact on friendship. This may be due to the fact that a particular group chosen in higher secondary course is the deciding factor for the course of study in higher education. So their aims, aptitudes and the careers they are planning for are reflected in the choice of their group of study which definitely influences one’s outlook for others and hence friendship.

There is significant difference between christian, hindu and muslim higher secondary girls in their trust, mutual assistance and friendship. Muslim girls have better trust and friendship. This may be due to the fact that still in most of the muslim families the girls are not allowed to move socially with many people. So these girls select a few among their classmates as friends and they share their feelings, views and ideas to the limited persons. So this improves their trust and friendship and make them very intimate. But christian girls are ahead of others in mutual assistance. This may be because of the religious norms which were taught since childhood.
Christianity stresses more upon helping others, even enemies. So undoubtedly, their mutual assistance among friends will be better than others.

The chi-square test result shows that there is significant association between father's educational qualification and enjoyment, trust and friendship of the higher secondary girls. There is also significant association between mother's educational qualification and enjoyment, trust, understanding, spontaneity and friendship of the higher secondary girls. This may be due to the fact that a well qualified father or mother helps their wards to develop skills for interpersonal relationships which enhance friendship.

There is significant association between father's occupation and friendship of the higher secondary girls. Likewise, there is significant association between mother's occupation and their friendship. This may be due to the fact that parents in better occupation develop broadmindedness in their wards and encourage them to be friendly with others.

The chi-square test result shows that there is significant association between parents' annual income and trust, respect and friendship of the higher secondary girls. This may be because of the fact that girls in higher secondary schools want to have friendship with their classmates from high socio-economic status groups and further, the girls show trust and respect to the girls of rich families.

III. MODERNITY OF HIGHER SECONDARY GIRLS

The percentage analysis shows that more girls from urban area have high level of modernity than girls from rural area. This may be due to the availability of mass media more commonly in urban area and their exposure and social brought up.
The 't' test result reveals that there is significant difference between Tamil and English medium higher secondary girls in their attitude towards women's right, changes, mass media, new and working experiences, education and modernity. English medium girls are ahead of the Tamil medium girls in all these dimensions. This may be due to the fact that most of the English medium girls are willing to settle anywhere in the world in their future life, because of their mastery in English. So they are keeping in touch with the latest happenings of the world and this improves their modernity.

The 't'-test result shows that there is significant difference between rural and urban higher secondary girls in their attitude towards women's right, religiousity, new and working experiences, education and modernity. Urban girls are ahead of rural girls in all dimensions and also modernity. This may be due to the age old traditions and customs still lingering in the hearts of rural people from which the girls from rural area cannot easily come out and accept the latest trends and changes happening in the fast moving competitive world.

Likewise, there is significant difference between hosteller and day-scholar higher secondary girls in their attitude towards new and working experiences and modernity. The hostellers are ahead of their counterparts in this aspect. This may be due to the fact that the day-scholars are exposed to the single family code of conduct and experiences, whereas the hostellers are sharing the experiences from varied family background and culture. Moreover, hostellers are getting many new experiences whereas day-scholars are in the safe hands of their parents.

The 't' test result also reveals that girls studying in co-education schools have more modernity than those in girls' schools. This may be due to the fact that co-education system eliminates gender bias and cultivates broadmindedness.
Likewise, the ‘t’ test result shows that higher secondary girls from high socio-economic status groups have more modernity. This may be due to the fact that the society to which they belong provides opportunities to be updated. Further, high achievers have more modernity. This may be due to the fact that intelligent students are interested in gaining information and knowledge and they think rationally. Hence they have more modernity.

It is also found that girls with high affect intensity have more modernity. This may be due to the fact that girls with higher affect intensity will be more concerned about their future. So they prepare themselves to face the competitive world. Hence, their modernity is more.

The ANOVA test result reveals that there is significant difference among girls of different group of study in their modernity and all its dimensions. Biology group girls have better attitude towards women’s right, changes, mass media, new and working experiences, education and modernity. The history group girls have better attitude towards religiousity. This may be due to the fact that girls who are aiming for professional courses usually select biology group. Intelligent students give preference to this group. So their modernity will be more. In the case of history group girls they are again and again prone to the happenings of the past. Their views are more around the past than the future. So they may be ahead of others just in the attitude towards religiousity.

It also shows that christian girls have better attitude towards women’s right and education. This may be due to the fact that usually in christian families the previous generation has already modern views due to contact with western culture which is readily transmitted to the adolescents. But considering the attitude towards religiousity, hindu girls are better. Christian and muslim girls are bound with strict
codes of following the religion, while hindu girls can extend their innovative thoughts about religiously.

The ANOVA result shows that there is significant difference among FC, BC/MBC and SC/ST higher secondary girls in their attitude towards mass media. This may be because of the varied outlook of the socially suppressed and uplifted classes since they are exposed to the environment created by the previous generations.

Likewise, there is significant difference among government, aided and unaided higher secondary school girls in their attitude towards women’s right, changes, religiousity, mass media, education and modernity. The government school girls have better attitude towards religiousity. The aided school girls have better attitude towards changes and mass media. The unaided school girls have better attitude towards women’s right, education and modernity. These results show that type of school management has an impact on the modernity of the girls. This may be due to the fact that in government schools, teachers are subject-oriented. In the unaided schools apart from syllabus extra skills are also taught since the aided schools are run by the management which is service-oriented. But unaided schools bring out better results as indicated by the results in public examinations. They bring out the best out of the students while they themselves are mostly money-oriented. Hence the girls, whose parents are spending more for their education and showing best results, namely, unaided school girls have more modernity.

IV. SCHOLASTIC ACHIEVEMENT OF HIGHER SECONDARY GIRLS

The percentage analysis shows that there are more high achievers among English medium girls than Tamil medium girls. This may be because of the attitude of
the parents towards sending high achievers to English medium courses so that they will be easily accessible for higher education.

Further it shows that there are more high achievers among urban girls than rural girls. This may be because of lack of inspiration for achieving high among rural area girls in their scholastic achievement. The rural area girls have to take part in their household responsibilities while urban girls are intended only to study.

The ‘t’ test result reveals that there is significant difference between Tamil and English medium higher secondary girls in their scholastic achievement. English medium girls have better scholastic achievement than their counterparts. This may be due to the fact that parents of the intelligent students prefer English medium to their children since it will be helpful for them in higher education.

It also reveals that urban girls have better scholastic achievement than rural girls. This may be because of the fact that urban girls are motivated to achieve high because they are aware of the competitive world they have to face.

Likewise, co-education school girls are better in scholastic achievement than the girls of schools run exclusively for girls. This may be due to the fact that in co-education schools, students of both the gender have a healthy competition in coming out as top scorers.

The ‘t’ test result also shows that higher secondary girls from high socio-economic status groups are better in scholastic achievement. This may be because of the fact that these girls are intended only for studying at this age, while girls from low socio-economic status groups have family commitments and responsibilities now itself.
The ANOVA test result reveals that there is significant difference among group of study and scholastic achievement of the higher secondary girls. Computer science group girls have more scholastic achievement than all the other groups. This may be due to the fact that their subject is a fast developing field now. Only if they excel in their studies and emerge out as toppers they can find their place in this fast moving competitive world.

It also shows that muslim girls have better scholastic achievement than others. This may be because of the fact that they don't have more distractions at home and spend most of their time in studies. The reason for the FC girls having better scholastic achievement is quite obvious. This may be because of the fact that their family members are educated for generations. They will help the girls in their studies also. But in the case of SC/ST girls most of them are first generation learners. Further, the FC students have to work hard to get high marks because they are deprived of many concessions from the government. The ANOVA result also reveals that unaided school girls are better in their scholastic achievement than others. This may be due to the fact that unaided schools are striving hard to bring out outstanding results with toppers from their schools which urges other parents to admit their children in that particular school.

The chi-square result reveals that there is significant association between family size; order of birth and parents' annual income and scholastic achievement of the higher secondary girls. This may be due to the fact that in a small family the parents' individual attention for their children will be more and also if their income is sound the girls concentrate more on their studies without any stress in the family environment.
It also shows that the educational qualifications of the father and mother have impact on the scholastic achievement of the girls. This may be due to the fact that educated parents motivate their children to learn and help them in learning. The occupation of the father and mother also similarly influences the scholastic achievement of the higher secondary girls.

V. RELATIONSHIP OF AFFECT INTENSITY, FRIENDSHIP AND MODERNITY TO SCHOLASTIC ACHIEVEMENT

The correlation analysis shows that there is no significant relationship between affect intensity and scholastic achievement. This may be because of concentration of the girl students during examinations, so that emotional tantrums and hence affect have no influence on their scholastic achievement.

There is significant relationship between scholastic achievement and acceptance, trust, mutual assistance, understanding, spontaneity and friendship of higher secondary girls. This may be due to the fact that those who have better friendship may get the help from their friends and improve their skills for academic achievement.

According to the results of correlation analysis, there is significant relationship between scholastic achievement of higher secondary girls and their attitude towards women's right, changes, mass media, new and working experiences, education and modernity. This may be due to the fact that high achievers are well aware of the happenings of the world and develop reasoning ability and put forth innovative ideas. Thus there is significant relationship between scholastic achievement and modernity.

Further it is observed that there is significant relationship between friendship and modernity. This may be due to the fact that friends impart their views and
suggestions and mould the modernity of the higher secondary girls. As adolescence is the age of giving more respect to peer judgement, friendship has an impact on their modernity.

According to the results of multiple correlation analysis, affect intensity, friendship and modernity together influences scholastic achievement. This result is confirmed in the case of rural and urban girls as well. This may be due to the fact that girls who have more affect intensity will take sudden decisions which are biased by their moods and manners. This definitely affects their relationship with friends and their views about changes which may be right or wrong. A true friend inspires the adolescent girl to achieve high and prepare herself for a bright future. Moreover, simple doubts will be clarified by the friends if they, themselves are high achievers. The higher secondary girls will approach friends without hesitation than asking the teacher to clarify a doubt. The attitude of girls towards various factors and experiences is influenced by the peer values. In the age of adolescence, opinion of friends is preferred to the advice of the elders. So what a girl thinks as modernity will be the view of her friends. These three variables affect intensity, friendship and modernity are thus interrelated to each other which in turn influences scholastic achievement.
VI. FINDINGS AND CONCLUSIONS OF FACTOR ANALYSIS FOR THE FOUR VARIABLES

Factor analysis resulted in showing that the variable namely affect intensity had extremely high negative loading on the factor. The variable, namely scholastic achievement had very high positive loading on the factor. The two variables, namely friendship and modernity had considerable positive loading on the factor. The factor loadings were +0.88702 for scholastic achievement, -0.99481 for affect intensity, +0.55344 for friendship and +0.56177 for modernity. In other words, the factor loadings indicate very high presence of the variables namely friendship and modernity on the factor. Hence the factor is identified as SCHOLASTIC COMPETENCE.

The factor implies that, the students with higher degrees of scholastic achievement must have low level of affect intensity and higher level of friendship and modernity. Thus the three variables and scholastic achievement clustered together to form “SCHOLASTIC COMPETENCE”. From this we can deduce that, when affect intensity, friendship and modernity are the independent variables, scholastic achievement will be the dependent variable.
SUGGESTIONS TO EDUCATIONAL ADMINISTRATORS

Based on the findings and interpretations, the investigator has given the following suggestions to educational administrators.

1. Steps must be taken to improve the scholastic achievement of rural girls. They should be exposed to the happenings of the world and a special curriculum may be framed in such a way that they are updated and ready to face the future world.

2. Seminars and career guidance programmes may be conducted in higher secondary schools to make the girls aware of the opportunities women have in this world.

3. The government may provide special allotment for rural girls in higher educational courses so that dropouts in higher secondary level can be controlled.

4. Co-education system of education can be promoted to more areas, since it eradicates gender bias and prepares the girls to compete with the men in all the fields in future.

5. The school authorities or teachers may take the responsibility of bringing out the talents of worthy students and put it forth to their parents to encourage them. This enhances the positive attitude of the parents towards higher education of women.

6. Government school teachers should be motivated to make the students achieve high marks so that more students from low socio-economic status groups will get higher education.

7. Mass media and usage of computers must be promoted in rural areas, so that people in rural areas will become technically advanced.
8. **Group study** should be encouraged as friendship enhances scholastic achievement.

9. The teachers must be given **in-service programmes** to initiate them in the use of modern techniques in teaching. Thus they can prepare their students for a modern future.

10. Usage of **computers in education** must be promoted irrespective of the group of study, since computer is now becoming a part of life in many aspects.

11. The students may be taken on **tours** to places which reflect the tradition and culture of our country so that they will gain new experiences with the basis of our culture.

12. Students must be given practical works in the school curricula so that they gain working experiences. The curriculum can give importance to activity. **Web based project works** can be given in higher secondary level.

13. Parent-teacher relationship must be healthy so that they can plan together for bringing out the best in their girls.

14. **Personality booster programmes** can be conducted to the girls in schools, so that they can cope with the digitalized world.
SUGGESTIONS FOR FURTHER RESEARCH

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

1. A study of relationship of affect intensity, intelligence and social attitude to the scholastic achievement of the higher secondary girls.

2. Factors influencing modernity of the girls.

3. Relationship of modernity and multiple intelligence of higher secondary girls.


5. Impact of information technology on modernity of the girls.

6. Relationship between attitude towards information technology and friendship of the higher secondary girls.

7. Influence of mobile learning on scholastic achievement of the higher secondary students.

8. Relationship between modernity and web-searching skills among the higher secondary students.

9. A study of relationship between friendship and well-being of the higher secondary girls.