

**INFLUENCE OF SOCIAL MEDIA ON SOCIAL COGNITION AND  
INTERPERSONAL RELATIONSHIP AMONG COLLEGE STUDENTS  
SYNOPSIS**



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# **INFLUENCE OF SOCIAL MEDIA ON SOCIAL COGNITION AND INTERPERSONAL RELATIONSHIP AMONG COLLEGE STUDENTS**

## **1.0 INTRODUCTION**

As a new means of communication and socialization in 21<sup>st</sup> century, social media helps people overcome long distances to communicate with others instantaneously. Social media is defined as the use of web-based and mobile technologies to turn communication into an interactive dialogue (Trisha Dowerah Baruah, 2012). Compared with regular media that delivers only one-way communication such as newspaper and television, social media give the users opportunities to interact and communicate with each other mutually (Vivianhuo, 2011).

The active use of social media can increase learner engagement levels and promote the development of cognitive skills, such as reflection, critical thinking, creativity, construction of knowledge and understanding of one's individual learning process (Blaschke, Porto and Kurtz 2010). Interpersonal relationship is the relationship between two or more individuals. Developing and maintaining interpersonal relationship is important for success in life. Interpersonal relationship serves as a base for social support that plays a vital role particularly in emotional situations. Communication satisfaction is extremely important to online relationships. The online communication serves as a base for the relationship to grow, maintain and satisfy each partner. Social media has become an important tool of self expression and self presentation (Kathryn Porter, Jessica Mitchell and Meghan Grace, 2012)

Technology has made social media more efficient than ever before, and the wide use of social media to communicate and make friends has both positive and negative effects on social cognition and interpersonal relationship.

## **2.0 SIGNIFICANCE OF THE STUDY**

Social media has some positive and negative effects on interpersonal relationship and social cognition because it actually provides a platform for people to communicate and interaction, which is different from the traditional media and as a new kind of social capita, resources in social media help people to broaden their social networks. So it is important to examine and understand the sources of social media and its influence on social cognition and interpersonal relationship.

This study will help the college administrators, like the guidance counselors, to be aware of the influences of social media to the college students. College

administrators can help in solving problems of the students regarding this topic and give advices that are appropriate to the situation when social media affect the social cognition and interpersonal relationship of students. This study will make the developers of different social networking sites aware of the influences of the social networking sites that they are maintaining and making. Because of this, they will be trying their best to develop a social networking site that will only have good effects to the user and will help them to develop a strong interpersonal relationship with others. This study will make the students aware of how does social networking sites influence them and how does it affect their social cognition and interpersonal relationship the findings will educate the students regarding the proper usage of social networking sites this will help the students to Improve their social life with the use of social networking sites. This study will help parents to understand their wards purpose of using social networking sites and for them to be aware of the influence of social networking sites that might affect their wards. With enough knowledge, parents can think of possible preventive ways if their wards are prone to develop weak interpersonal relationship with other people because of too much usage and dependence of social networking sites (Asilo, John Manuel C. and Manlapig, 2010).

### **3.0 STATEMENT OF THE PROBLEM**

The present study intends to find the *“Influence of social media on social cognition and interpersonal relationship among college students”*.

#### **DEFINITIONS OF KEY TERMS**

##### **a. SOCIAL MEDIA**

The term “Social media” refers to the wide range of Internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content or join online communities. Social media offers plenty of opportunities for learning and interactivity to others. Social media sites improve our social life. The researcher intends to study the influence of social media among college students in terms of use, behaviour, attitude, change and development.

##### **b. SOCIAL COGNITION**

Social cognition is encoding, storage, retrieval, and processing, of information about members of the same species. The researcher intends to measure the social

cognitive skills of college students based on the dimensions such as creativity, self-efficacy, Friendliness, Helpfulness and Trustworthy.

### **c. INTERPERSONAL RELATIONSHIP**

Interpersonal relationship is strong and deep association between two or more people. This association may be based on inference, love, solidarity, some other type of social commitment. In this study, the researcher intends to measure the Interpersonal Relationship of college students based on the dimensions such as, Assertion of needs, Bidirectional Communication, Conflict, Disclosure and Interpersonal closeness, Emotional Experience and Expression.

## **OBJECTIVES**

### **Part - I Percentage analysis**

- To find out the level of influence of social media and its dimensions of college students with reference to background variables such as gender, age, discipline, course, residence, hours of spending on social media per day, type of institution, locality of institution and status of college.
- To find out the level of social cognition and its dimensions of college students with reference to all demographic variables.
- To find out the level of interpersonal relationship and its dimensions of college students with reference to all demographic variables.

### **Part - II Differential Analysis**

- To find out significant difference between college students in their influence of social media and its dimensions with reference to gender, course, residence, locality of institution and status of college.
- To find out significant difference among college students in their influence of social media and its dimensions with reference to age, discipline, hours of spending on social media per day and type of institution.
- To find out significant difference between college students in their social cognition and its dimensions with reference to gender, course, residence, locality of institution and status of college.
- To find out significant difference among college students in their social cognition and its dimensions with reference to age, discipline, hours of spending on social media per day and type of institution.

- To find out significant difference between college students in their interpersonal relationship and its dimensions with reference to gender, course, residence, locality of institution and status of college.
- To find out significant difference among college students in their interpersonal relationship and its dimensions with reference to age, discipline, hours of spending on social media per day and type of institution.

### **Part - III Association Analysis**

- To find out significant association between parent's education and influence of social media, social cognition and interpersonal relationship of college students.
- To find out significant association between parent's occupation and influence of social media, social cognition and interpersonal relationship of college students.
- To find out significant association between family income and influence of social media, social cognition and interpersonal relationship of college students.

### **Part - IV Correlation Analysis**

- To find out significant correlation between influence of social media and its dimensions and social cognition of college students.
- To find out significant correlation between influence of social media and its dimensions and interpersonal relationship of college students.
- To find out significant correlation between social cognition and its dimensions and interpersonal relationship of college students.
- To find out significant correlation between influence of social media and social cognition of college students with reference to demographic variables.
- To find out significant correlation between influence of social media and interpersonal relationship of college students with reference to demographic variables.
- To find out significant correlation between social cognition and interpersonal relationship of college students with reference to demographic variables.

## **HYPOTHESIS**

### **Part - I Percentage Analysis**

- The level of influence of social media and its dimensions of college students with reference to demographic variables such as gender, age, discipline, course, residence, hours of spending on social media per day, type of institution, locality of institution and status of college is average.
- The level of social cognition and its dimensions of college students with reference to demographic variables is average.
- The level of interpersonal relationship and its dimensions of college students with reference to demographic variables is average.

### **Part - II Differential Analysis**

- There is no significant difference between college students in their influence of social media and its dimensions with reference to gender, course, residence, locality of institution and status of college.
- There is no significant difference among college students in their influence of social media and its dimensions with reference age, discipline, hours of spending on social media per day and type of institution.
- There is no significant difference between college students in their social cognition and its dimensions with reference to gender, course, residence, locality of institution and status of college.
- There is no significant difference among college students in their social cognition and its dimensions with reference age, discipline, hours of spending on social media per day and type of institution.
- There is no significant difference between college students in their interpersonal relationship and its dimensions with reference to gender, course, residence, locality of institution and status of college.
- There is no significant difference among college students in their interpersonal relationship and its dimensions with reference age, discipline, hours of spending on social media per day and type of institution.

### **Part - III Association Analysis**

- There is no significant association between parent's education and influence of social media, social cognition and interpersonal relationship of college students.

- There is no significant association between parent's occupation and influence of social media, social cognition and interpersonal relationship of college students.
- There is no significant association between family income and influence of social media, social cognition and interpersonal relationship of college students.

#### **Part – IV Correlation analysis**

- There is no significant correlation between influence of social media and its dimensions and social cognition of college students.
- There is no significant correlation between influence of social media and its dimensions and interpersonal relationship of college students.
- There is no significant correlation between social cognition and its dimensions and interpersonal relationship of college students.
- There is no significant correlation between influence of social media and social cognition of college students with reference to demographic variables.
- There is no significant correlation between influence of social media and interpersonal relationship of college students with reference to demographic variables.
- There is no significant correlation between social cognition and interpersonal relationship of college students with reference to demographic variables.

#### **7.0 METHODOLOGY OF THE STUDY**

The investigator had employed descriptive method using survey as technique to study the “Influence of social media on social cognition and interpersonal relationship among college students”. The population for the study consisted of college students from southern districts of Tamil Nadu. The investigator randomly selected 934 students from Arts and science and professional colleges. The sample was collected from twenty one colleges in southern districts of Tamil Nadu.

#### **TOOLS USED IN THE STUDY**

1. Social Media scale (Developed and Validated by **V.Lavanya and S.Francisca (2015)**).
2. Social cognition scale (Developed and Validated by **V.Lavanya and S.Francisca (2015)**).

3. Interpersonal Relationship Inventory (Developed and Validated by V.Lavanya and S.Francisca (2015)).

## 9.0 STATISTICAL TECHNIQUES

The investigator had used Mean, Standard Deviation, „t“ – test, ANOVA, Scheffe, and Correlation Co-efficient for analyzing the data.

### LIMITATION

- The respondents might have given socially accepted responses and true responses of their emotions or feelings might not been elicited.

## 11.0 DELIMITATION

The present study is limited to the population of college students. The investigator had selected 934 students from 21 colleges in southern districts of Tamil Nadu. The demographic variables identified were gender, age, discipline, course, residence, hours of spending on social media per day, type of institution, locality of institution and status of college. The influence of social media, Social cognition and Interpersonal Relationship are alone considered in this study. The investigator has not included the students of medical colleges in the present study.

## FINDINGS

### Part – I Percentage Analysis

- Influence of social media of college students is average with respect to all the demographic variables.
- Social cognition of college students is average with respect to all the demographic variables.
- Interpersonal Relationship of college students is average with respect to all the demographic variables.

### Part – II Differential analysis

#### In terms of Gender

- There is significant difference between college students in the influence of social media and its dimension use and influence of social media in total with respect to gender.

The influence of social media is greater in use for male students than the female students. But the college students do not significantly differ

in the dimensions such as behaviour, attitude, change and development with reference to gender.

- There is no significant difference between college students in their social cognition and interpersonal relationship and its dimensions with respect to gender.

#### **In terms of Age**

- There is no significant difference among the college students in the influence of social media and social cognition and its dimensions with respect to age.
- There is significant difference among the college students in their interpersonal relationship and its dimension assertion of needs with reference to age. The scheffe test proves that the students who are of 26 years and above age perceived better interpersonal relationship than their counterparts.

But the college students do not significantly differ in their interpersonal relationship and its dimensions such as bi-directional communication, conflict, disclosure and interpersonal closeness and emotional experience and expression with reference to age.

#### **In terms of Discipline**

- There is significant difference among the college students in the influence of social media and its dimensions such as use, change, development and social media in total with reference to discipline.

The scheffe test proves that the influence of social media is greater in use for science students than their counterparts.

The scheffe test proves that the arts students have greatly changed due to influence of social media than their counterparts.

The scheffe test proves that the science students are greatly developed due to the influence of social media than their counterparts.

But the college students do not significantly differ in the influence of social media and its dimensions behaviour and attitude with reference to discipline.

- There is significant difference among the college students in their social cognition and its dimensions such as friendliness, helpfulness and trustworthiness and social cognition in total with respect to discipline.

The scheffe test proves that the science students are friendly and helpful than their counterparts.

The scheffe test proves that the Arts students are trustworthy than their counterparts.

The scheffe test proves that the science students are having better social cognition than their counterparts.

The college students do not significantly differ in their social cognition and its dimensions creativity and self-efficacy with respect to discipline.

- There is significant difference among the college students in their interpersonal relationship in total with respect to discipline. The scheffe test proves that the Arts students have better interpersonal relationship in total than their counterparts.

The college students do not significantly differ in their interpersonal relationship and its dimensions such as assertion of needs, bi-directional communication, conflict, disclosure and interpersonal closeness and emotional experience and expression with reference to discipline.

#### **In terms of Course**

- There is significant difference between college students in the influence of social media and its dimension use and the influence of social media in total with reference to course. PG students' usage of social media is greater than the UG students.

But the college students do not significantly differ in the influence of social media and the dimensions such as behaviour, attitude, change and development with reference to course of study.

- There is no significant difference between college students in their social cognition and interpersonal relationship and its dimensions with reference to course of study.

#### **In terms of Residence**

- There is no significant difference between college students in the influence of social media and social cognition and its dimensions with reference to residence.
- There is significant difference between college students in their interpersonal relationship and its dimensions conflict and emotional experience and

expression with reference to Residence. Comparing the mean scores, students who come from home encounter more conflict and emotional experience and expression than the students stay at the hostel.

But the college students do not significantly differ in their interpersonal relationship and its dimensions such as assertion of needs, bidirectional communication and disclosure and interpersonal closeness with reference to residence.

### **In terms of Hours of spending of social media per day**

- There is significant difference among college students in the influence of social media and its dimensions such as use, change, development and the influence of social media in total with reference to hours of spending on social media per day.

The scheffe test proves that the students using social media for more than 2 hours every day are prove to be more influenced in the dimensions use, change and development than their counterparts.

There is no significant difference among college students in the influence of social media and its dimensions such as behaviour and attitude with respect to hours of spending on social media per day

- There is significant difference among college students in their social cognition and its dimensions such as trustworthiness and social cognition in total with respect to hours of spending on social media per day.

The scheffe test proves that the students using social media for more than 2 hours every day have better in the dimension trustworthiness and social cognition in total than their counterparts.

But the college students do not significantly differ in their social cognition and its dimensions such as creativity, self-efficacy, friendliness and helpfulness with respect to hours of spending on social media per day.

- There is significant difference among college students in their interpersonal relationship and its dimension assertion of needs and interpersonal relationship in total with respect to hours of spending on social media per day.

The scheffe test proves that the students using social media for more than 2 hours every day have better assertion of needs than their counterparts.

But the college students do not significantly differ in their interpersonal relationship and its dimensions such as bi-directional communication, conflict, disclosure and interpersonal closeness and emotional experience and expression with reference to hours of spending on social media per day.

#### **In terms of Type of institution**

- There is significant difference among college students in the influence of social media and its dimension development with reference to type of institution. The scheffe test proves that the students of govt. aided colleges had greater influence of social media in development than their counterparts.

But the college students do not significantly differ in the influence of social media and its dimensions such as use, behaviour, attitude, change and influence of social media in total with respect to type of institution.

- There is significant difference among college students in their social cognition and its dimensions such as creativity, helpfulness, trustworthiness and social cognition in total.

The scheffe test proves that the students of govt.aided colleges are more creativity than their counterparts.

The scheffe test proves that the students of govt. colleges and students of govt.aided colleges are more helpful and trustworthy than the students of private colleges.

The scheffe test proves that the students of govt.aided colleges are having better social cognition than their counterparts.

But the college students do not significantly differ in their social cognition and its dimensions self-efficacy and friendliness with respect to type of institution.

- There is no significant difference among college students in their interpersonal relationship and its dimensions with respect to type of institution.

#### **In terms of Locality of institution**

- There is significant difference between college students in the influence of social media and its dimension behaviour with respect to locality of institution. Comparing the mean scores the behaviour of students of rural colleges are more influenced by social media than students of urban colleges.

There is no significant difference between college students in the influence of social media and its dimensions such as use, attitude, change and development and influence of social media in total with respect to locality of institution.

- There is no significant difference between college students in their social cognition and interpersonal relationship and its dimensions with respect to locality of institution.

#### **In terms of Status of college**

- There is no significant difference between college students in the influence of social media and its dimensions with respect to status of college.
- There is significant difference between college students in the social cognition and its dimension trustworthiness with respect to status of college. Comparing the mean scores students of autonomous colleges are more trustworthy than the students of affiliated colleges.

The college students do not significantly differ in their social cognition and its dimensions such as creativity, self-efficacy, friendliness and helpfulness with respect to Status of college.

- There is significant difference between college students in their interpersonal relationship and its dimension assertion of needs. Comparing the mean scores students of autonomous colleges have better assertion of needs than the students of affiliated colleges.

The college students do not significantly differ in their interpersonal relationship and its dimensions such as bi-directional communication, conflict, disclosure and interpersonal closeness and emotional experience and expression with respect to status of college.

#### **Part – III Association Analysis**

- There is no significant association between parent's education and the influence of social media, social cognition and interpersonal relationship of college students.
- There is no significant association between parent's occupation and influence of social media and social cognition of college students.

There is significant association between parent's occupation and interpersonal relationship and the dimension assertion of needs of college students.

- There is no significant association between family income and influence of social media, social cognition and interpersonal relationship of college students.

#### **Part – IV Correlation analysis**

- There is significant positive correlation between influence of social media and its dimensions such as use, attitude, change, development and influence of social media in total and social cognition.

There is no significant correlation between influence of social media and its dimension behaviour and social cognition.

- There is significant positive correlation between influence of social media and its dimension behaviour and interpersonal relationship.

There is no significant correlation between influence of social media and its dimension attitude and interpersonal relationship.

But there is significant negative correlation between influence of social media and its dimensions such as change, development and influence of social media in total and interpersonal relationship.

- There is significant positive correlation between social cognition and its dimensions friendliness, trustworthiness and interpersonal relationship.

There is significant negative correlation between social cognition and its dimensions such as creativity, self-efficacy, helpfulness and social cognition in total and interpersonal relationship.

- There is significant positive correlation between influence of social media and social cognition of college students with reference to demographic variables.
- There is significant negative correlation between influence of social media and interpersonal relationship of college students with respect to male students(-), female students (-), students who are of 20 and below age(-), students studying science (-), students in professional colleges(-), UG students(-), PG students (-), students stay at Hostel (-), students come from Home (-), students spend on social media less than 1hour per day (-), students spent on social media 1-2 hour per day (-), students of govt. colleges (-), students of

govt. aided colleges(-), students of rural colleges(-), students of urban colleges (-), students of autonomous colleges(-), students of affiliated colleges(-), parents educated up to school level(-), whose parents are working in private sector(-), whose parents are working in self-employed(-), parents whose monthly income is 20,000 and below(-) and parents whose monthly income is 30,001 and above(-).

- There is significant correlation between social cognition and interpersonal relationship of college students with respect to students who are of 20 and below age(-), students who are of 26 and above age (+), students studying science (-), UG students (-), students spend on social media Less than 1 hour per day(-), students of govt. colleges(-), students of affiliated colleges(-), parents educated up to school level(-), parents who have Technical education (+) and parents whose monthly income is 20,000 and below (-).

## **RECOMMENDATIONS**

### **Social Media**

- Female students may be given proper guidance and awareness in the use of social media for productive and safe use of social media.
- Male students' use of social media could be monitored by the teachers for the effective and responsible use. Let the use of social media positively affect the quality of life of students.
- The students of science discipline use the social media for academic purpose, likewise the arts students also be encouraged and motivated to use the social media for educationally relevant purpose.
- The influence of social media on the art students has brought a great change in their life and grades. Their use of social media can be for academic and co-curricular discussions not for any socially irrelevant change that would bring in them.
- On the line of science students, art students also be channelized in the developmental process.
- The PG students' use of social media. The positive perception of social support lead to UG students also draw the model from their seniors and learn the importance of social support perception for their educational adjustment.
- The hours of spending on social media drifted the students to drastic change in their outlook and attitude on the other hand they reported to undergo a lot of development to.

So the college students“ may be guided to use social media for a reasonable time so as the interpersonal social environment is not affected.

- The students of govt. aided colleges benefit solitude and increased interpret support through social media, the students of govt. and private colleges also be encouraged for the beneficial use of social media.
- The usual students“ behaviour in greatly changed due to the influence of social media. So the students of rural colleges may be given counseling in the use and the perception of social media messages.

### **Social cognition**

- Since the college students“ social cognition is moderate the students may be trained to receive social signals perception and use of those signals in a positive way. That why it is suggested to give training in deliberate social signaling by giving reflective awareness of one self and awareness of the effect of the signals on others.
- The students of science discipline, of demonstrate a greater social cognition, their signalize more friendly, and helpful they lack trustworthiness. So let the students of science discipline may be trained to be genuine in their social relationships. The arts students may be oriented towards the values of friendliness and helpful.
- With spending more time on social media developed students with trustworthy and social cognition in total. The social signals what they perceive from social media may sometime miss lead them. An awareness may be created to those students who stay on the social media for longer time to how to perceive the media messages and to interpret them in the right angles.
- The students of private colleges can be given training in what all the aspects then they can be creative and how they can show the signal of friendliness and trustworthy.
- The Govt. and private colleges have to create an atmosphere for creative expressions and ideas.
- The private colleges must give due recognition to develop social cognition among the students social gathering, cultural exchange programmers and educational trips to be organized in order to develop social cognition.
- The affiliated colleges must organize innovative programmer so as to create avenues for healthy interaction of students to develop trustworthiness.

## **Interpersonal Relationship**

- The young students who are less than 26 years of age needs encouragement and training to express their needs. They need emotional and material support when they enter into higher education. The college must be sensitive enough to know their needs and help them to fulfil.
- Science students need to be channelized to develop interpersonal relationships. They may be given ample opportunities to get involved with one another.
- The day scholars may be given special attention by the college to adjust with other students in order to reduce conflict.
- The students may be restricted to use social media for productive purpose the hours of spending may be minimized. Their assertion of needs may be expressed in better way.
- Since social cognition is much influenced by use of social media, the use of social media can be regularized. The productive and academic use of social media can be encouraged.

### **SUGGESTIONS FOR FURTHER STUDY**

- Only a few dimensions of social cognition and interpersonal relationship are included in this study. It is, therefore, suggested to undertake the studies including more dimensions of social cognition and interpersonal relationship.
- Influence of social media on mental health among college students.
- The effectiveness of social media in the formation of positive attitude for the different users.
- Influence of social media usage on interpersonal relationship: a case study among engineering students.
- Influence of social media on political attitude among professional college students.
- Behavioural attitude and risk factors on usage of social networking sites among students of rural colleges.
- A study on the influence of social networking sites on the social cognition of college students in Chennai.
- Influence of social media on psychological factors among teenagers.

## **15.0 ORGANIZATION OF THESIS**

The final form of the thesis will be presented in five chapters. Chapter one deals with conceptual framework, objective, hypothesis, limitation and delimitation. Chapter two deals with review of related literature consisting of Indian studies and

studies conducted abroad and critical review. Chapter three deals with methodology, operational definition for key terms and statistical techniques. Chapter four deals with analysis of data. Chapter five deals with findings, interpretation and discussion, suggestion for further study, recommendations and conclusion.

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**ACADEMIC ANXIETY, STRESS COPING ABILITY AND PARENTAL SUPPORT  
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# **-ACADEMIC ANXIETY, STRESS COPING ABILITY AND PARENTAL SUPPORT IN RELATION TO THE ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS.¶**

## **INTRODUCTION**

Education is one of the best processes of development of country. It gives knowledge about the world around us. A good quality education not only ensures reduction in poverty and powerlessness, but also creates choices and aspirations. Education is not just about concepts, theories and verses in text books, but also about lessons of life. India has a demographic advantage with a large population of young people. Adolescents in India constitute about 22.8% of the total population of 1.028 billion, their number being 230 million. But this advantage can only be realized if opportunities for the youth expand on a massive scale through the medium of education. The role of education goes beyond the concept of human capital. Promoting education is not just for increasing national income or international competitiveness but for building the societal concerns like social harmony, gender justice, population stabilization and improving the quality of life of the people. And also Education must address the character formation along with developing the full potential of human beings and it reveals broader vision of life and insight into the deep ocean of wisdom.

## **SIGNIFICANCE OF THE STUDY:-**

Twenty-first century can be indicated as the century of competition. With the vast development in science and technology, all part of the world is connected with this competition. Especially in the field of education, this competition rapidly increased among the students. So every student has to develop their talents to the full potential. Parents desire that their children climb the ladder of performance to as high as possible. This desire for high level of achievement puts lots of pressure. In our society academic achievement is a key criterion to judge one's potentialities, especially in higher secondary level. In fact, the whole education system revolves round the academic achievement of students.

Academic anxiety is an important educational problem that affects millions of students in colleges and schools over the world each year. Although a low level of academic anxiety can cause positive motivation for improvement of educational functioning, high levels of it can cause a disturbance in concentration, attention, storage of knowledge, recall and educational reduction (S. Mohebi, 2012). At present our education system creates many threatening situations to increase academic anxiety of students. Because students clearing up

the 12<sup>th</sup> standard board exams leave school and enter higher education. Due to guaranteed white collar job prospects, medicine, engineering, and management have been the most preferred choice of higher education by the students and/or their parents. Ashok.H.S (2013) says parent's high expectations and pressure for academic achievement has been considered as primary factor of greater academic anxiety among Indian students.

A stress free life is not possible in today's environment. It is an unavoidable consequence of life. During adolescence, 11-19 years of age, the levels of stress increase significantly (Hampel, Meier, & Klimmel, 2008). At the middle of adolescent period the students enter into the higher secondary education, where they encounter more stress and anxiety such as the pressure of academics with a responsibility of success, uncertain future and difficulties in the education system. Due to these reasons they suffer high levels of stress, which lead to alcohol and drug abuse, interpersonal relationship difficulties, depression, anxiety, and even suicide. According to one of the NCRB (2000) reports on an average 6 children per day committed suicide for their failure in examination and school related activities. Particularly during the board exam time not only the students but also thousands of parents and teachers are in stress. So learning becomes pain instead of pleasure at this stage. The parents and teachers are pleased when their children do well and they show dissatisfaction when they fall below their expectations. This attitude of parents and teachers also increases the level of stress. So Stress coping ability is very essential for higher secondary students for better performance.

Every child begins life within a particular family. Children have two main educators in their lives- their parents and their teachers. Parents are the first and ongoing educators of their children and, as such, should be given information and support to help develop their children's learning at home and in the community. Ronald Ferguson (2007) says "Nearly half of a child's achievement in school can be accounted for by factors outside the school, including parent support. In this vein Steinberg (1992) concluded that when parents were more involved in their children's schooling, children performed better academically. So parent's support is an essential factor of their children's educational and psychological outcomes.

In the opinion of Burch (2000) the whole system of education is centered on academic achievement and has become fertile ground for research work to identify the factors and their influence on academic achievement. So it is very essential to nullify or minimize the stress, maintaining moderate level of academic anxiety, developing positive strategies of stress coping ability and high level of parental support brings victory in the academic arena. In this

research, the investigator studied the relation between two psychological variables (Academic anxiety and stress coping ability) and one sociological variable (Parental support) in order to analyse their possible association with predictive power of academic achievement in a sample of higher secondary students. So the investigator decided to find out the reasons why the adolescents are struggling to achieve high in their examination. The results of the study will be helpful in the following ways.

To the government in making policies on stress free educational system.

The result may be an eye opener for teachers and parents to know the importance of parental support for increasing stress coping ability, decreasing academic anxiety and better academic achievement.

To develop new educational strategies that will help to improve stress coping skills.

The present study is to find the relationship between Academic Anxiety, stress coping ability, Parental Support and Academic Achievement of higher secondary students.

-Academic Anxiety, Stress Coping Ability and Parental Support in Relation to the Academic Achievement of Higher Secondary Students. |

Academic anxiety is experienced by all the higher secondary students.

Stress is common among Higher Secondary Students but coping ability differ from one another.

Parents support in their child's learning positively affects children's academic performance.

Optimum academic anxiety, stress coping ability and inclusive parental support enhance academic achievement.

## **OPERATIONAL DEFINITIONS**

The investigator adopted the following definitions for the terms used in this title.

### **a) Academic Anxiety**

Academic anxiety is a state anxiety caused by the activation of sympathetic nervous system. In this study it refers to high level of anxiety often experienced by students during school related activities such as exams, classroom, Language usage, performance and Interaction with teacher.

### **b) Stress Coping Ability**

Stress is an internal state which can be caused by physical demands on the body or by environmental and social situations which are evaluated as potentially harmful uncontrollable. Coping is defined as constantly changing cognitive and behavioural efforts

to manage specific external and/ or internal demands that are appraised as taxing or exceeding the resources of the person. ( Lazarus & Folkmen, 1984, p141)

According to the investigator stress coping ability means higher secondary students' capacity to manage and tolerate with the stress, depression, disappointment, failures that he/ she encounters in his life by adapting the techniques such as problem solving, seeking support, positive appraisal, acceptance, denial, and humour.

#### c) Parental Support

Parental Support is the assistance provided by the parents at home, in the community and, at the school site that directly and positively affects the educational performance of their wards. In this study the parents support refers to the moral support, support in curricular activities, support in Co-curricular activities, support at home, enrichment activities and support in providing independence to their children.

#### d) Academic Achievement

It means the knowledge attainment or skills developed in the school subjects, usually determined by test scores or by marks assigned by teachers (Carter 1959). By the term Academic Achievement the investigator means the total marks earned by the higher secondary students in the quarterly examination.

#### e) Higher secondary students

Education after secondary education is said to be higher secondary education. Higher secondary education is for a period of 2 years. By the term higher secondary students the investigator means students who are studying in XI and XII standards in Tirunelveli district.

### OBJECTIVES

#### PERCENTAGE ANALYSIS

- To find out the level of Academic anxiety and its dimensions of higher secondary students with reference to background variables such as Gender, Class, Group, Community, Locality of Residence, Nature of school, Type of school, Locality of school.
- To find out the level of stress coping ability and its dimensions of higher secondary students with reference Gender, Class, Group, Community, Locality of Residence, Nature of School, Type of School, Locality of School.
- To find out the level of Parental support and its dimensions of higher secondary students with reference Gender, Class, Group, Community, Locality of Residence, Nature of School, Type of School, and Locality of School

- To find out the level of Academic achievement of higher secondary students with reference Background variables such as Gender, Class, Group, Community, Locality of Student, Nature of School, Type of School, and Locality of School.
- To find out significant difference between the mean scores of Academic anxiety and its dimensions of higher secondary students with respect to background variables such as Gender, Class, Locality of Student, Nature of School, and Locality of School.
- To find out significant difference between the mean scores of stress coping ability and its dimensions of higher secondary students with respect to background variables such as such as Gender, Class, Locality of Residence, Nature of School, and Locality of School.
- To find out significant difference between the mean scores of Parental support and its dimensions of higher secondary students with respect to background variables such as Gender, Class, Locality of Residence, Nature of School, and Locality of School.
- To find out significant difference between the mean scores of Academic achievement of higher secondary students with respect to background variables such as Gender, Class, Locality of Residence, Nature of School, and Locality of School.
- To find out significant difference among the mean scores of Academic anxiety and its dimensions of higher secondary students with respect to background variables such as Group, Community, and Type of School.
- To find out significant difference among the mean scores of stress coping ability and its dimensions of higher secondary students with respect to background variables such as Group, Community, and Type of School.
- To find out significant difference among the mean scores of Parental support and its dimensions of higher secondary students with respect to background variables such as Group, Community, and Type of School.
- To find out significant difference among the mean scores of Academic achievement of higher secondary students with respect to background variables such as Group, Community, and Type of School.
- To find out significant association between Academic Anxiety and Parent's education, Parent's occupation and Parent's Income of higher secondary students.

- To find out significant association between Stress coping ability and Parent's education, Parent's occupation and Parent's Income of higher secondary students.
- To find out significant association between Parental support and Parent's education, Parent's occupation and Parent's Income of higher secondary students.
- To find out significant association between Academic achievement and Parent's education, Parent's occupation and Parent's Income of higher secondary students.
- To find out significant correlation between Academic anxiety and its dimensions and Academic achievement of higher secondary students with reference to background variables.
- To find out significant correlation between Stress coping ability and its dimensions and academic achievement of higher secondary students with reference to background variables.
- To find out significant correlation between Parental support and its dimensions and academic achievement of higher secondary students with reference to background variables.

#### NULLHYPOTHESE DIFFERENTIAL

#### ANALYSIS

- There is no significant difference between the mean scores of Academic anxiety and its dimensions of higher secondary students with respect to background variables such as Gender, Class, Locality of Residence, Nature of School and Locality of school.
- There is no significant difference between the mean scores of Stress coping ability and its dimensions of higher secondary students with respect to background variables such as Gender, Class, Locality of Residence, Nature of school and Locality of school.
- There is no significant difference between the mean scores of Parental support and its dimensions of higher secondary students with respect to background variables such as Gender, Class, Locality of Residence, Nature of school and Locality of school.
- There is no significant difference between the mean scores of Academic achievement of higher secondary students with respect to Gender, Class, Locality of Residence, Nature of School and Locality of school

- There is no significant difference among the mean scores of Academic anxiety and its dimensions of higher secondary students with respect to background variables such as Group, Community and Type of school.
- There is no significant difference among the mean scores of stress coping ability and its dimensions of higher secondary students with respect to background variables such as Group, Community and Type of school.
- There is no significant difference among the mean scores of parental support and its dimensions of higher secondary students with respect to background variables such as Group, Community and Type of school.
- There is no significant difference among the mean scores of Academic achievement of higher secondary students with respect to Group, Community and Type of School
- There is no significant association between Academic Anxiety and Parent's education, Parent's occupation and Parent's Income of higher secondary students.
- There is no significant association between stress coping ability and Parent's education, Parent's occupation and Parent's Income of higher secondary students.
- There is no significant association between Parental support and Parent's education, Parent's occupation and Parent's Income of higher secondary students.
- There is no significant association between Academic achievement and Parent's education, Parent's occupation and Parent's Income of higher secondary students.
- There is no significant correlation between Academic anxiety and its dimensions and academic achievement of higher secondary students with reference to background variables.
- There is no significant correlation between Stress coping ability and its dimensions and academic achievement of higher secondary students with reference to background variables.
- There is no significant correlation between Parental support and its dimensions and Academic achievement of higher secondary students with reference to background variables.

#### METHODOLOGY, POPULATION AND SAMPLE

The investigator has adopted descriptive method sing survey as a technique for this study. The population for the present study consists of Hr.sec.students who is studying in

standard XI and standard XII of Tirunelveli, District. The investigator had used simple random sampling technique for selecting a sample of 1093 Hr.sec.school students from 20 Schools in Tirunelveli District.

#### TOOLS FOR THE STUDY:

1. Academic Anxiety Scale developed and validated by S.Jegadha and S.Francisca (2015)
2. Stress coping ability Scale developed and validated by S.Jegadha and S.Francisca (2014)
3. Parental Support Scale of K.R. Shanthi and S. Francisca (2012) was modified and adopted by the Investigator.

The following statistical techniques were used for analysis of the data to draw meaningful generalization.

- Percentage analysis to find out the level of Academic anxiety, stress coping ability, parental support and academic achievement of higher secondary students.
- $t$ - test to find out the difference between the mean scores of two groups.
- $F$ - test to find out the difference among the mean scores of more than two groups.
- Whenever  $F$  is significant, Post- ANOVA test is used.
- Chi-square analysis is to find out the association between the variables.
- Correlation is to find out the relationship between the variables.

#### LIMITATIONS OF THE STUDY

- As it was impossible to measure Parent's actual support, the perception of parental support of students is considered in this study.
- The investigator believes sometimes the respondents might have given socially accepted responses to this study.

However, the investigator believed that the above stated limitations may not in any way affect the validity of the findings of the present study.

#### DELIMITATIONS OF THE STUDY

- This study is confined only to higher secondary students of Tirunelveli District.
- Influences of only three variables (Academic anxiety, Stress coping ability and Parental Support on academic achievement) have been taken for the current pursuit.
- The parental support questionnaire measures only the parental academic support.
- Quarterly examinations scores have been considered as academic achievement.

## FINDINGS

### Percentage analysis

- The percentile analysis shows that the level of Academic anxiety and its dimensions such as Exam anxiety, Classroom anxiety, Language usage anxiety, Performance anxiety, Interaction with Teacher anxiety and Academic anxiety in total of higher secondary students with reference to background variables such as Gender, Class, Group, Locality of Residence, Community, Type of school, Nature of school, and Locality of school is average.
- The percentile analysis shows that the level of Stress coping ability and its dimensions such as Problems Solving ability, Support Seeking, Positive Appraisal, Acceptance, Denial, Humour and Stress coping ability in total of higher secondary students with reference to background variables such as Gender, Class, Group, Locality of Residence, Community, Type of school, Nature of school, and Locality of school is average.
- The percentile analysis shows that the level of Parental Support and its dimensions such as Moral Support, Curricular activities, Co-Curricular activities, Enrichment activities, Support at Home, Providing Freedom and Parental Support in total of higher secondary students with reference to background variables such as Gender, Class, Group, Locality of Residence, Community, Type of school, Nature of school, and Locality of school is average.

### Significant differences among the students with respect to background variables With respect to Gender

- There is significant difference between higher secondary students in their academic anxiety and its dimensions such as Exam anxiety, Performance anxiety, Interaction with teacher anxiety and Academic anxiety in total. From the mean scores female students has more Exam anxiety, Performance anxiety, Interaction with teacher anxiety and Academic anxiety in total than their counter parts. But there is no significant difference between higher secondary students in their academic anxiety and its dimensions such as Language usage anxiety, Class room anxiety with respect to Gender.
- There is significant difference between male and female higher secondary students in their Stress coping ability and its dimensions. Comparing the mean scores females

seems to be better in the dimension of Problem solving ability, Support seeking, Positive Appraisal, Acceptance and Denial than male students.

- There is significant difference between male and female higher secondary students in their Parental support and its dimensions such as Moral Support, Curricular activities, Enrichment activities, Support at home, Providing Freedom and Parental Support in total. Comparing the mean scores females enjoy more of parental support than their counter parts. But there is no significant difference between higher secondary students in their Parental support dimension -Co-curricular activities with respect to Gender.
- There is significant difference between higher secondary students in their Academic achievement with respect to Gender. Comparing the mean scores academic achievement of female higher secondary students is greater than their counterparts.
- There is significant difference between higher secondary students in their academic anxiety and its dimensions such as Exam anxiety, Performance anxiety and Academic anxiety in total. Students of standard XII have more Academic anxiety than their counter parts. But there is no significant difference between higher secondary students in their Classroom anxiety, Interaction with Teacher anxiety and Language usage anxiety.
- There is significant difference between higher secondary students in their Stress coping ability and its dimensions such as acceptance and Humour. Comparing the mean scores XII standard students have better acceptance and Humour than their counter parts.
- There is significant difference between higher secondary students in their Parental support dimensions Moral Support and Support at Home. Students of Standard XI has enjoy more Moral Support and Support at Home than their counterparts. But there is no significant difference between higher secondary students in their Parental support dimensions such as Curricular activities, Co-Curricular activities, Enrichment activities, Providing freedom and Parental Support in total.
- There is significant difference between higher secondary students in their academic achievement. Comparing the mean scores XI standard student's Academic Achievement is greater than their counterparts.

### With respect to Locality of Residence

- There is no significant difference between higher secondary students in their Academic anxiety and its dimensions with respect to Locality of Residence.
- There is significant difference between higher secondary students in their Stress coping ability dimension Problem solving ability. Comparing the mean scores students of rural area have better Problem solving than their counter parts. But there is no significant difference between higher secondary students in their Stress coping ability and its dimensions such as Support Seeking, Positive Appraisal, Acceptance, Denial, Humour and Stress coping ability in total.
- There is significant difference between higher secondary students in their parental support dimension support at home. Comparing the mean scores students residing at Rural area have more support at home than students of Urban area. But there is no significant difference between higher secondary students in their Parental support dimension such as Moral support, Curricular activities, Co-Curricular activities, Enrichment activities, Providing Freedom and Parental Support in total.
- There is no significant difference between higher secondary students in their academic achievement.
- There is significant difference between higher secondary students in their Academic anxiety and its dimensions. Comparing the mean scores students of unisex schools have more academic anxiety than their counter parts.
- There is significant difference between higher secondary students in their Stress coping ability dimensions such as Problem solving ability, Positive appraisal, Acceptance and Stress coping ability in total. Students of Co-education school have more Problem solving ability, Positive Appraisal, Acceptance and Stress coping ability in total. But there is no significant difference between higher secondary students in their stress coping ability dimensions such as Support seeking, Denial, and Humour.
- There is significant difference between higher secondary students in their Parental support and its dimensions. Comparing the mean scores students of co-education school enjoy more parental support than their counter parts.

- There is significant difference between higher secondary students in their Academic achievement. Comparing the mean scores students of Co-education school achieve greater than their counterparts.
- There is significant difference between higher secondary students in their Academic anxiety and its dimensions. Comparing the mean scores students from rural schools have more academic anxiety than their counter parts.
- There is no significant difference between higher secondary students in their Stress coping ability and its dimensions.
- There is no significant difference between higher secondary students in their Parental support and its dimensions.
- There is significant difference between higher secondary students in their Academic achievement. Comparing the mean scores students from Urban schools achieve greater than their counterparts.
- There is significant difference among higher secondary students in their Academic anxiety and its dimensions. Students studying in 4<sup>th</sup> Group have more academic anxiety than their counter parts.
- There is significant difference among higher secondary students in their Stress coping ability dimensions Problem solving ability, Positive appraisal, Acceptance and Stress coping ability in total with respect to Group. The students of 1<sup>st</sup> group significantly differ in the dimensions problem solving ability, Positive appraisal, Acceptance and Stress coping ability in total than their counter parts.
- There is significant difference among higher secondary students in their Parental support and its dimensions Moral Support, Curricular activities, and Enrichment activities, Support at Home, Providing Freedom and Parental Support in total. Students of 1<sup>st</sup> group receive more Moral support, Support in curricular activities and Enrichment activities than students of other groups.
- There is significant difference among higher secondary students in their Academic achievement with respect to Group. Comparing the mean scores, students studying in 1<sup>st</sup> group show better performance than the other group students.

## With respect to Community

- There is significant difference among higher secondary students in their Academic anxiety and its dimensions. The students belong to OC have more Exam anxiety and the students belong to SC/ST have more Language usage anxiety, Performance anxiety, Interaction with Teacher anxiety and Academic anxiety in total than their counter parts. But there is no significant difference among higher secondary students in their Academic anxiety dimension –Classroom anxiety with respect to Community.
- There is significant difference among higher secondary students in their Stress coping ability dimensions -Acceptance and Stress coping ability in total. The scheffe test reveals that students belong to OC have better in Acceptance and Stress coping ability in total than the other community students.
- There is significant difference among higher secondary students in their Parental Support and its dimensions such as Moral Support, Curricular activities, Providing Freedom and Parental Support in total. The scheffe test reveals that students belong to SC/ST community enjoy more Moral support, Support in Curricular activities and Parental Support in total, and students belong to MBC enjoy more support in Providing Freedom than the other community students.
- There is significant difference among higher secondary students in their Academic achievement with respect to community. Comparing the mean scores, OC students show better academic achievement than students belong to other Community.
- There is significant difference among higher secondary students in their Academic anxiety and its dimensions. The students of Govt School have more Academic anxiety than their counter parts.
- There is significant difference among higher secondary students in the Stress coping ability dimensions such as Problem solving ability, Support seeking, Positive Appraisal, Acceptance, Humour and Stress coping ability in total. The scheffe test revealed that Students from Aided schools have better Problem solving ability, Positive Appraisal, Support seeking and Stress coping ability in total, the students from Matriculation schools have better Acceptance, and the students from Government schools have better in Humorous than their counterparts .
- There is significant difference among higher secondary students in their Parental support. The scheffe test revealed that students of Matriculation schools receive more

Parental support, and dimensions except Moral support, students of Government Aided schools receive more Moral support than students of Government schools.

- There is significant difference among higher secondary students in their Academic achievement. The scheffe test revealed that, students of Matriculation schools have achieved better than their counterparts.
- There is no significant association between Parent's education and Academic anxiety of higher secondary students.
- There is no significant association between Parent's education and Stress coping ability of higher secondary students.
- There is no association between Parent's education and Parental support of higher secondary students.
- There is no significant association between Parent's education and Academic achievement of higher secondary students.
- There is no significant association between Parent's occupation and Academic anxiety of higher secondary students.
- There is no significant association between Parent's occupation and Stress coping ability of higher secondary students.
- There is no significant association between Parent's occupation and Parental support of higher secondary students.
- There is no significant association between Parent's occupation and Academic achievement of higher secondary students.
- There is no significant association between Parent's Income and Academic anxiety of higher secondary students.
- There is no significant association between parent's Income and Stress coping ability and its dimensions except Positive appraisal of higher secondary students.
- There is significant association between Parent's Income and Parental support of higher secondary students.
- There is no significant association between Parent's Income and Academic achievement of higher secondary students.

## Correlation

### With respect to total sample

- There is significant positive correlation between Academic anxiety and its dimensions such as Exam anxiety, Performance anxiety and Academic achievement of higher secondary students. And also there is significant negative correlation between Academic anxiety and its dimensions such as Classroom anxiety, Language usage anxiety, Interaction with Teacher anxiety and Academic anxiety in total and Academic achievement of higher secondary students.
- There is significant positive correlation between Stress coping ability and its dimensions and Academic achievement of higher secondary students with respect to total sample.
- There is significant positive correlation between Parental support and its dimensions and academic achievement of higher secondary students with respect to total sample.
- There is significant correlation between Academic anxiety dimension – Exam anxiety and Academic achievement of higher secondary students with respect to students studying in 1<sup>st</sup> group and 2<sup>nd</sup> group (+), students studying in 4<sup>th</sup> group (-), students belong to SC/ST (-), students belong to BC (+), students from Rural area (+), students of Uni-sex school (-), students of Co-education schools (+), students of Govt (-) and students of Government Aided schools (+) and students from Rural schools (+).
- There is significant correlation between Academic anxiety dimension – Class room anxiety and Academic achievement of higher secondary students with respect to Gender (-), Class (-), students studying in 1<sup>st</sup> group (+), students studying in 3<sup>rd</sup> and 4<sup>th</sup> group (-), students belong to SC/ST (-), students belong to MBC (-), students belong to OC (-), students from Rural and Urban area (-), students of Uni-sex school (-), Govt school (-) and Matric schools (-) and students from Rural schools (-).
- There is significant correlation between Academic anxiety dimension – Language usage anxiety and Academic achievement of higher secondary students with respect to Gender(-), Class (-), Group (-), students belong to SC/ST (-), students belong to MBC (-), students belong to OC (-), Locality of Residence (-), students of Uni-sex school (-) and Co-education school (+), students of Govt school (-), students from Government Aided school (-) and Matric school (-) and students from Rural schools (-).

- There is significant correlation between Academic anxiety dimension – Performance anxiety and Academic achievement of higher secondary students with respect to XII (+), students studying in 4<sup>th</sup> group (-), students belong to BC (-), students from Rural area (+), students of Uni-sex school (-) and students of Co-education school (+), students from Government Aided school (-) and students from urban schools (+).
- There is significant correlation between Academic anxiety dimension – Interaction with Teacher anxiety and Academic achievement of higher secondary students with respect to Female (-), students of XII (-), students studying in 1<sup>st</sup> group and 4<sup>th</sup> group (-), students belong to SC/ST (-), students belong to MBC (-), students belong to BC (+), students belong to OC (-), students from Urban area (-), students of Uni-sex school (-) and students of Co-education (+), students from Govt school (-) and students from Rural schools (-).
- There is significant correlation between Academic anxiety in total and Academic achievement of higher secondary students with respect to Female (-), students of XII (-), students studying in 1<sup>st</sup> group (+), and 4<sup>th</sup> group(-), students belong to SC/ST (-), students belong to MBC (-), students belong to BC (+), students belong to OC (-), students from Urban area (-), students of Uni-sex school (-) and students of Co-education school (+), students of Govt school (-) and students from Rural schools (-).
- There is significant correlation between Stress coping ability dimension – Problem solving ability and academic achievement of higher secondary students with respect to Gender (+), Class (+), students studying in 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> group (+), students belong to SC/ST (+), students belong to MBC, BC and OC (+), students from Urban area (+), students of Uni-sex and Co-education school (+), students of Govt and Matric school(+), students from Rural and Urban schools (+).
- There is significant correlation between Stress coping ability dimension – Support seeking and Academic achievement of higher secondary students with respect to Gender (+), Class (+), students studying in 1<sup>st</sup> group, 2<sup>nd</sup> group, 3<sup>rd</sup> group and 4<sup>th</sup> group (+), students belong to SC/ST, MBC (+), and BC (+), students from Urban area (+), students of Uni-sex and Co-education school (+), students of Govt and Matric schools (+), students from Rural and Urban schools (+).
- There is significant correlation between Stress coping ability dimension – Positive Appraisal and Academic achievement of higher secondary students with respect to Gender (+), Class (+), students studying in 1<sup>st</sup> group, 2<sup>nd</sup> group, 3<sup>rd</sup> group and 4<sup>th</sup>

group (+), students belong to SC/ST (+), MBC (+), and BC (+), Students from Rural and Urban area (+), students of Uni-sex (+) and Co-education school (+), students of Govt (+), Government Aided (+) and Matric schools (+), students from Rural and Urban schools (+).

- There is significant positive Correlation between Stress coping ability dimension – Acceptance and Academic achievement of higher secondary students with reference to all the background variables.
- There is significant correlation between Stress coping ability dimension – Denial and Academic achievement of higher secondary students with respect to Gender (+), Class (+), students studying in 1<sup>st</sup> group (+), 2<sup>nd</sup> group (+), 3<sup>rd</sup> group (+), 4<sup>th</sup> group (+), students belong to SC/ST (+), MBC (+), BC (+) and OC (+), students of Uni-sex (+) and Co-education school (+), students of Govt (+) , Govt Aided (+) and Matric schools (-), students from Rural (-) and Urban schools (+).
- There is significant correlation between Stress coping ability dimension – Humour and Academic achievement of higher secondary students with respect to Gender (+), Class (+), students studying in 1<sup>st</sup> group (+), 2<sup>nd</sup> group (+), 3<sup>rd</sup> group (+), and 4<sup>th</sup> group (+), students belong to SC/ST (+), and BC (+), students of Uni-sex (+) and Co-education (+), students of Govt Aided (+) and Matric school (+), students from Rural and Urban schools (+).
- There is significant correlation between Stress coping ability in total and Academic achievement of higher secondary students with respect to Gender (+), Class (+), students studying in 1<sup>st</sup> group (+), 2<sup>nd</sup> group (+), 3<sup>rd</sup> group (+), 4<sup>th</sup> group (+), students belong to SC/ST (+), MBC (+), BC (+), and OC (+), students from Urban area (+), students of Uni-sex (+) and Co-education school (+), students of Govt (+) , Govt Aided (+) and Matric school (+), students from Rural and Urban schools (+).
- There is significant correlation between Parental support dimension – Moral support and Academic achievement of higher secondary students with respect to Gender (+), Class (+), students are studying in 3<sup>rd</sup> and 4<sup>th</sup> group (+), students belong to MBC (+), BC (+) and OC (+), students from Urban area (+), students of Uni-sex school (+), students from Govt (+) and Matric school (+), students from Rural and Urban schools (+).
- There is significant correlation between Parental support dimension – Curricular activities and Academic achievement of higher secondary students with respect to

Gender (+), Class (+), students are studying in 1<sup>st</sup> group, 3<sup>rd</sup> group and 4<sup>th</sup> group (+), students belong to SC/ST (+), MBC(+), BC (+), and OC (+), students from Urban area (+), students of Uni-sex (+) and Co-education school (+), students of Govt (+) and Govt Aided school (+), students from Rural and Urban schools (+).

- There is significant correlation between Parental support dimension – Co-curricular activities and Academic achievement of higher secondary students with respect to Gender (+), Class (+), students are studying in 1<sup>st</sup> group and 3<sup>rd</sup> group (+), students belong to SC/ST and MBC (+), BC (+), and OC (+), students from Urban area (+), students of Uni-sex (+) and Co-education school (+), students from Govt (+) and Aided school (+), students from Rural and Urban schools (+).
- There is significant correlation between Parental support dimension – Enrichment activities and Academic achievement of higher secondary students with respect to Gender (+), Class (+), students are studying in 1<sup>st</sup> group and 3<sup>rd</sup> group (+), students belong to SC/ST (+), MBC (+), BC (+), and OC (+), students from Urban area (+), students of Uni-sex (+) and Co-education school (+), students of Govt (+) and Govt Aided school (+), students from Rural and Urban schools (+).
- There is significant correlation between Parental support dimension – Support at Home and Academic achievement of higher secondary students with respect to Gender (+), Class (+), students are studying in 1<sup>st</sup> group (+) and 3<sup>rd</sup> group (+), students belong to SC/ST (+), MBC(+), and OC (+), students from Urban area (+), students of Aided school (+), students from Rural and Urban schools (+).
- There is significant correlation between Parental support dimension – Providing Freedom and Academic achievement of higher secondary students with respect to Gender (+), Class (+), students are studying in 1<sup>st</sup> group, 3<sup>rd</sup> group (+), and 4<sup>th</sup> group (+), students belong to SC/ST (+), MBC (+), BC (+), and OC (+), students from Rural and Urban area (+), students of Uni-sex (+) and Co-education school (+), students of Govt (+) , Govt Aided school (+) and Matric school (+), students from Rural and Urban schools (+).
- There is significant correlation between Parental support in total and Academic achievement of higher secondary students with respect to Gender (+), Class (+), students are studying in 1<sup>st</sup> group (+), 3<sup>rd</sup> group and 4<sup>th</sup> group (+), students belong to SC/ST (+), MBC (+), BC (+), and OC (+), students from Rural and Urban area (+),

students of Uni-sex (+) and Co-education school (+), students of Govt (+) , Govt Aided school (+) and Matric school(+), students from Rural and Urban schools (+).

### Recommendations

- Government should take initiatives to establish ‘Parent Centre’ in every school to orient the parents on their role on their children’s development.
- Parents should provide needed emotional support to their adolescent boys because emotional support from parents would encourage confidence in academic activities
- Parents should have to spend quality time with their children to listen to their problems and share their school experiences every day.
- Parents should pay attention to their friends and their academic attitude.
- Parents should focus on the factors affecting their ward’s academic achievement and help them to improve on it.
- Schools should offer a training session for parents regarding their role in their child’s homework.
- Teachers must be aware of the concepts of stress and coping and how they may influence their students’ academic performance. To teach new coping skills for the students such as learning relaxation skills, cultivate sense of humour.
- To develop coping strategies and how to think through problems, are what will help you with the next unexpected situation
- The parents and teachers to build a trusting, loving and respectful relationship
- The teachers should know the needs and problems of adolescence. The characteristic symptoms of the emotional disturbance are very common to adolescents and can interfere negatively with social life, general well being, and development of social skills and even with academic achievement.
- High academic anxiety hinders the performance of any task since attention; concentration and effort are not functioning fully. Teachers can create a calm, comfortable environment to enhance learning.
- Teachers are encouraged to identify anxiety-provoking situations and provide a supportive learning environment so that the learners can devote their complete working memory resources to the learning tasks.
- The teacher should provide example and specific steps to accomplish tasks and reduce assignment length so that students strive for quality rather than quantity. It will also

allow students with anxiety to overcome some of their challenge at school which hinders their best performance.

- The students must be made realized that participation in co-curricular and extracurricular activities would enhance their all round personality.
- Teachers can use collaborative learning more and more to promote student learning and reduce students' academic anxiety associated to learning and testing.
- Teachers must be motivated for setting challenges that children can handle, praising good results but honestly telling children when they haven't done well, and helping children not generalized from temporary failures.
- Qualitative and competency based evaluation system should be followed so that anxiety provoking situations may be reduced.
- The school should provide Practice in assertive communication and problem-solving skill for the students
- Schools should create helpful learning environment to their students for their academic success
- The unisex schools should pay more attention to improve the methods of teaching and the quality of study environment within the school campus.
- The students should learn to celebrate their strengths and achievements not to dwell on their weaknesses.
- The students should develop the ability to accept and learn from their own mistakes. The students should not be distressed by criticism.
- The students should accept and respect their parents as their first teacher and well wisher.
- The present study is confined only to higher secondary students. Similar studies can be conducted on students of primary schools to higher education.
- A correlative study can be done to know the relationship between parental support and professional aspirations of higher secondary students.
- The factors affecting the academic achievement of Higher Secondary students of Rural areas can be the subject matter of full study.
- Academic Anxiety, stress coping ability and Parental support with different dimensions may be measure using different tools.

## Organisations of the thesis

The final form of thesis will be presented in five chapters. The first chapter will give the conceptual framework of the study. The study of the related literature will be discussed in the second chapter. The third chapter would give details about the methodology followed: the sample selected, the tool used, the statistical technique applied and the delimitations fixed. The analysis of the data and interpretation of the result will be discussed in the fourth chapter. The last as well as the fifth chapter would summarise the whole matter. The recommendation as the educational implications and the suggestions for further research will also be given in the fifth chapter. The books as well as websites referred would be listed and given under bibliography. Thereafter, the copies of the tools used in this study will be given in the appendix.

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**EMOTIONAL ENVIRONMENT OF SCHOOL AND TEACHER-PUPIL  
RELATIONSHIP ON THE FEELING OF SECURITY OF ADOLESCENTS IN  
SCHOOLS OF TAMILNADU**



**Synopsis submitted to the  
Tamilnadu Teachers Education University, Chennai.  
for the award of the  
Degree of Doctor of Philosophy in Education**

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## **INTRODUCTION**

All educators know that the school atmosphere contributes as much to the success of the student as the curriculum. Everyone agrees that successful schools are desirable. In an effective school, students will probably achieve the highest standards of knowledge and education that will make them effective members of their society. Effective taught would help students to progress and build an effective and producing society. It was defined by Georgopoulos & Tannenbaum (1957: p.534) as the extent to which any educational organization as a social system, given certain resources and means, fulfils its objectives without incapacitating its means and resources and without placing undue strain upon its members‘.

Providing students a healthy and inviting learning environment where they are protected from physical and emotional harm is central to the mission of all schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop assets that allow them to succeed even in difficult circumstances. Safe schools encourage healthy behaviours that help students learn about fitness, nutrition, and healthy choices.

## **SIGNIFICANCE OF THE STUDY**

A safe and nurturing environment is the best place for the human brain to develop and learn. Emotional environment is very essential for the security of the adolescence. Adolescence is a period of stress and strain. They face many problems like identity crisis, generation gap etc. Adolescents with disabilities are at increased risk for school failure, and these in special education as the result of emotional disturbance consistently have the highest dropout rate of any disability (Carolyn, 2006). Now a days children lead a sophisticated life in their home. They are very affectionate with their parents. They expect this parental care inside the classroom but the teachers failed to pay special attention to the students. It creates stress among them. To overcome this problem they need proper environment in the classroom.

Maslow in his Hierarchy of Needs placed the need for security immediately after the physiological needs. Accordingly, if the need for security is not fulfilled, the following needs, that is, the need to belong, the need for esteem, and the need for self-actualization, will not be satisfied (Haghtalab, 1993). Emotionally safe schools can be established through creating environments where children feel safe, can take risks, are

challenged but are not overly stressed, and where play, pleasure and fun are facilitated (Bluestein, 2001). The emotional environment of school should evoke feelings of inclusion, physical and psychological safety, and connectedness for every student. There should be welcoming gestures and high expectations, including the expectation that every student can succeed. Teachers are potentially, secure bases for adolescents, providing the experience of emotional safety necessary to engage in the challenges of the academic environment.

This study discusses the importance of feeling of security in relationship for those adolescents. This study initiate good relationship between teachers and students helps the pupil to feel secured inside the school. This relationship reduces stress and strain of the adolescents and create emotional free environment for their good learning. The results of the study will be helpful in the following ways.

- To the government in making policies on to develop an emotionally safe schools.
- The result may be an eye opener for teachers to know the importance of providing safe environment inside the classroom to develop good teacher-pupil relationship.
- To create new security strategies that will help to improve the security of adolescence students inside the school.

#### **STATEMENT OF THE PROBLEM:**

*“Emotional Environment of school and Teacher-Pupil relationship on the Feeling of Security of Adolescents”.*

The children in schools have a right to safe and secured environment and to have an appropriate teacher-pupil relationship which will promote their achievement. The feeling of security greatly depends upon the quality of teacher-pupil relationship and the quality of emotional environment that prevails in any school premises.

#### **OPERATIONAL DEFINITIONS FOR KEY TERMS:**

The term used in the present study are defined for the state of clarity.

##### **a) Emotional Environment of school:**

The emotional environment is an invisible measure of ‘feelings’ –sometimes it can have a ‘feel-good’ factor where the children, staff and parents feel positive, and at others it can have a ‘not-so-good’ feel about it when children, staff or parent

are down or unhappy. In this study Emotional Environment of school refers to the supportive atmosphere, promotion of active learning, policy towards emotional environment, development promoting creative environment, connecting school and home environment and students' participation in governance of school.

**b) Teacher-pupil relationship**

The way in which teacher and students are connected. The qualities for a positive relationship can vary to set a learning experience approachable and inviting students to learn. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the class room.

**c) Feeling of security of adolescents:**

Security is both a feeling and reality. Feeling of security is freedom from risk or danger. It is a feeling of safety. Here in this study investigator means that the feeling of physical and emotional safety of the adolescents in the school atmosphere.

**OBJECTIVES OF THE STUDY:**

**Percentage Analysis**

- To find out the level of perception of emotional environment of school by adolescents and its dimensions with respect to background variables such as gender, class, community, type of school, locality of school, nature of school, medium of instruction, number of students in class, residence of student and academic achievement.
- To find out the level of teacher-pupil relationship as reported by adolescents and its dimensions with respect to background variables such as gender, class, community, type of school, locality of school, nature of school, medium of instruction, number of students in class, residence of student and academic achievement.
- To find out the level of feeling of security of adolescents and its dimensions with respect to background variables such as gender, class, community, type of school, locality of school, nature of school, medium of instruction, number of students in class, residence of student and academic achievement.

### **Differential Analysis**

- To find out whether there is any significant difference between the mean scores of perception of emotional environment of school by adolescents and its dimensions with reference to background variables such as gender, nature of school, medium of instruction, and residence of student.
- To find out whether there is any significant difference between the mean scores of teacher-pupil relationship as reported by adolescents and its dimensions with reference to background variables such as gender, nature of school, medium of instruction, and residence of student.
- To find out whether there is any significant difference between the mean scores of feeling of security of adolescents and its dimensions with reference to background variables such as gender, nature of school, medium of instruction, and residence of student.
- To find out whether there is any significant difference among the mean scores of perception of emotional environment by adolescents and its dimensions with reference to background variables such as class, community, type of school, locality of school, number of students in the class and academic achievement.
- To find out whether there is any significant difference among the mean scores of teacher-pupil relationship as reported by adolescents and its dimensions with reference to background variables such as class, community, type of school, locality of school, number of students in the class and academic achievement.
- To find out whether there is any significant difference among the mean scores of feelings of security of adolescents and its dimensions with reference to background variables such as class, community, type of school, locality of school, number of students in the class and academic achievement.

### **Correlation Analysis**

- To find out whether there is any significant correlation between perception of emotional environment of schools and feeling of security of adolescents with reference to back ground variables.

- To find out whether there is any significant correlation between teacher-pupil relationship and feeling of security of adolescents with reference to background variables.

## **NULL HYPOTHESES**

### **Differential Analysis**

- There is no significant difference between the mean scores of perception of emotional environment of school by adolescents and its dimensions with reference to background variables such as gender, nature of school, medium of instruction, and residence of student.
- There is no significant difference between the mean scores of teacher-pupil relationship as reported by adolescents and its dimensions with reference to background variables such as gender, nature of school, medium of instruction, and residence of student.
- There is no significant difference between the mean scores of feeling of security of adolescents and its dimensions with reference to background variables such as gender, nature of school, medium of instruction, and residence of student.
- There is no significant difference among the mean scores of perception of emotional environment by adolescents and its dimensions with reference to background variables such as class, community, type of school, locality of school, number of students in the class and academic achievement.
- There is no significant difference among the mean scores of teacher-pupil relationship as reported by adolescents and its dimensions with reference to background variables such as class, community, type of school, locality of school, number of students in the class and academic achievement.
- There is no significant difference among the mean scores of feelings of security of adolescents and its dimensions with reference to background variables such as class, community, type of school, locality of school, number of students in the class and academic achievement.

### **Correlation Analysis**

- There is no significant correlation between perception of emotional environment of schools and feeling of security of adolescents with reference to back ground variables.
- There is no significant correlation between teacher-pupil relationship and feeling of security of adolescents with reference to back ground variables.

### **METHODOLOGY, POPULATION AND SAMPLE**

The investigator had adopted descriptive method using survey as a technique. The population for the present study consisted of school students who are studying in standard IX, standard X, standard XI and standard XII of Tamilnadu. The investigator had used simple random sampling technique for selecting a sample of 1000 high and higher secondary school students from 22 Schools in Tamilnadu.

### **TOOLS FOR THE STUDY:**

The following tools were used for collection of data

- a) Emotional Environment Scale (EES) developed and validated by P.Thivya and S.Francisca (2015)
- b) Teacher – Pupil Relationship Scale (TPRS) developed and validated by P.Thivya and S.Francisca (2015)
- c) Feeling of Security Scale (FSS) developed and validated by P.Thivya and S. Francisca (2015)

### **STATISTICAL TECHNIQUES APPLIED**

The following statistical techniques were used for analysis of the data to draw meaningful results.

- Percentage analysis to find out the level of perception of Emotional Environment of School, Teacher – Pupil Relationship, and Feeling of Security of Adolescents.
- $\underline{t}$ '- test to find out the difference between the mean scores of two groups.
- $\underline{F}$ '- test to find out the difference among the mean scores of more than two groups.
- Whenever  $\underline{F}$ ' is significant, Post- ANOVA test is used.
- Chi-square analysis is used to find out the association between the variables.
- Correlation is to find out the relationship between the variables.

## **LIMITATIONS OF THE STUDY**

- As it was impossible to measure the actual emotional environment of school, the perception of emotional environment of school by adolescents is considered in this study.
- The investigator believes sometimes the respondents might have given socially accepted responses to this study.

However, the investigator believed that the above stated limitations may not in any way affect the validity of the findings of the present study.

## **DELIMITATIONS OF THE STUDY**

- This study is confined only to high and higher secondary students of Tamilnadu.
- Only 1000 sample are taken for the study
- The background variables considered were gender, class, community, type of school, nature of school, location of school, number of students in the classroom, residence of student, parental education, medium of instruction, parents' occupation, parents' income per month and academic achievement.

## **FINDINGS**

### **Percentage Analysis**

- The percentile analysis shows that the level of emotional environment of school and its dimensions such as supportive atmosphere, promotion of active learning, policy towards emotional environment, development promoting creative environment, connecting school and home environment, students' participation in governance and emotional environment in total as perceived by adolescents with reference to background variables such as gender, class, community, type of school, nature of school, locality of school, medium of instruction, number of students in the class, residence of student and academic achievement is average.
- The percentile analysis shows that the level of teacher – pupil relationship and its dimensions such as classroom, school environment, discipline, guidance and counseling, co-curricular activities and teacher-pupil relationship in total as reported by adolescents with reference to background variables such as gender, class, community, type of school, nature of school,

locality of school, medium of instruction, number of students in the class, residence of student and academic achievement is average.

- The percentile analysis shows that the level of feeling of security and its dimensions such as school security, peer group security, self security and feeling of security in total as felt by adolescents with reference to background variables such as gender, class, community, type of school, nature of school, locality of school, medium of instruction, number of students in the class, residence of student and academic achievement is average.

### **Differential Analysis**

#### **With respect to Gender**

- There is significant difference between adolescents in their perception of emotional environment of school and its dimensions such as supportive atmosphere, policy towards emotional environment, development promoting creative environment, connecting school and home environment, students' participation in governance, and emotional environment in total with respect to gender. From the mean scores female students perceived desirable supportive atmosphere, policy towards emotional environment, development promoting creative environment, connecting school and home environment, students' participation in governance and emotional environment in total than male students. But there is no significant difference between adolescents in their perception of emotional environment of school and its dimension promotion of active learning as perceived by adolescents with respect to gender.
- There is significant difference between teacher-pupil relationship as reported by adolescents and its dimensions such as classroom, school environment, discipline, guidance and counseling and teacher-pupil relationship in total with respect to gender. When comparing the mean scores female students have reported desirable teacher- pupil relationship and its dimensions classroom, school environment, discipline, guidance and counseling and teacher-pupil relationship in total than their counter parts. But there is no significant difference between teacher-pupil

relationship as reported by adolescents and its dimension co-curricular activities with respect to gender.

- There is significant difference between the mean scores of feeling of security of adolescents and its dimensions such as school security, self security and feeling of security in total with respect to gender. Comparing the mean scores female adolescents felt more secured than the male adolescents. But there is no significant difference between the mean scores of feeling of security of adolescents and its dimension peer group security with respect to gender.

### **With respect to Nature of School**

- There is significant difference between adolescents in their perception of emotional environment of school and its dimension promotion of active learning with respect to nature of school. From the mean scores students of unisex school perceived desirable promotion of active learning than the students of co-education school. But there is no significant difference between adolescents in their perception of emotional environment of school and its dimensions such as supportive atmosphere, policy towards emotional environment, development promoting creative environment, connecting school and home environment, students' participation in governance and emotional environment in total with respect to nature of school.
- There is significant difference between teacher-pupil relationship as reported by adolescents and its dimension guidance and counseling with respect to nature of school. When comparing the mean scores students of unisex school have reported desirable teacher- pupil relationship and its dimension guidance and counseling than their counter parts. But there is no significant difference between teacher-pupil relationship as reported by adolescents and its dimensions such as classroom, school environment, discipline, co-curricular activities and teacher-pupil relationship in total with respect to nature of school.
- There is significant difference between the mean scores of feeling of security of adolescents and its dimension school security with respect to nature of school. Comparing the mean scores students of unisex school

felt more secured than the students of co-education school. But there is no significant difference between the mean scores of feeling of security of adolescents and its dimensions such as peer group security, self security and feeling of security in total with respect to nature of school.

#### **With respect to Medium of Instruction**

- There is significant difference between adolescents in their perception of emotional environment of school and its dimensions with respect to medium of instruction. From the mean scores students who are studying in Tamil medium perceived desirable emotional environment of school than their counter parts.
- There is significant difference between teacher-pupil relationship as reported by adolescents and its dimensions such as classroom, school environment, discipline, guidance and counseling, co-curricular activities and teacher-pupil relationship in total with respect to medium of instruction. While comparing the mean scores students those who are studying in Tamil medium have reported desirable teacher- pupil relationship than the students who are studying in English medium.
- There is significant difference between the mean scores of feeling of security of adolescents and its dimension school security with respect to medium of instruction. While comparing the mean scores students who are studying in Tamil medium felt more secured than the students who are studying in English medium. But there is no significant difference between the mean scores of feeling of security of adolescents and its dimensions such as peer group security, self security and feeling of security in total with respect to medium of instruction.

#### **With respect to Residence of Student**

- There is significant difference between adolescents in their perception of emotional environment of school and its dimensions such as promotion of active learning, policy towards emotional environment, connecting school and home environment, students' participation in governance and emotional environment in total with respect to gender. From the mean scores day scholar students perceived desirable promotion of active learning, policy towards emotional environment, connecting school and

home environment, students' participation in governance and emotional environment in total than hostel students. But there is no significant difference between adolescents in their perception of emotional environment of school in the dimensions supportive atmosphere and development promoting creative environment with respect to residence of student.

- There is significant difference between teacher-pupil relationship as reported by adolescents and its dimension co-curricular activities with respect to residence of student. While comparing the mean scores day scholar students have reported desirable teacher- pupil relationship than their counter parts in co-curricular activities. But there is no significant difference between teacher-pupil relationship as reported by adolescents and its dimensions such as classroom, school environment, discipline, guidance and counseling and teacher-pupil relationship in total with respect to residence of student.
- There is no significant difference between the mean scores of feeling of security of adolescents and its dimensions with respect to residence of student.

#### **With respect to Class**

- There is significant difference among adolescents in their perception of emotional environment of school and its dimensions with reference to class. The Scheffe test reveals that students of standard IX, X and XI perceived desirable supportive atmosphere, policy towards emotional environment, connecting school and home environment and emotional environment in total than the students of standard XII. Students who are studying in standard X perceived desirable promotion of active learning than the students who are studying in standard IX and XII. Scheffe test also proves that students who are studying in standard IX and X perceived desirable emotional environment of school in students' participation in governance than the students who are studying in standard XII.
- There is significant difference among teacher-pupil relationship as reported by adolescents and its dimensions with respect to class. The Scheffe test proves that students who are studying in standard X have reported

desirable teacher-pupil relationship than the students of standard XII. Also students of standard X have reported desirable teacher-pupil relationship in co-curricular activities and teacher-pupil relationship in total than the students of standard XI. Students of standard IX have good teacher-pupil relationship in co-curricular activities and teacher-pupil relationship in total when compared with the students of standard XII.

- There is no significant difference among the mean scores of feeling of security of adolescents and its dimensions with respect to class.

#### **With respect to Community**

- There is significant difference among adolescents in their perception of emotional environment of school and its dimensions with respect to community. The Scheffe test proves that students who belong to MBC and SC/ST community perceived desirable supportive atmosphere, promotion of active learning, policy towards emotional environment, students participation in governance, and emotional environment in total than the students who belong to OC community and also students who belong to SC/ST community perceived desirable supportive atmosphere, policy towards emotional environment, connecting school and home environment, students participation in governance and emotional environment in total when compared with the students belong to BC community. Students who belong to MBC community had good supportive atmosphere in school than the students belong to BC community. In students participation in governance students belong to SC/ST community perceived desirable emotional environment of school when compared with students belong to MBC community.
- There is significant difference among teacher-pupil relationship as reported by adolescents and its dimensions with reference to community. The Scheffe test reveals that students belong to MBC and SC/ST community have reported desirable classroom, discipline, guidance and counseling and teacher-pupil relationship in total than the students belong to OC community and also students belong to SC/ST community have reported good teacher-pupil relationship in co-curricular activities than the students belong to MBC community. Students belong to SC/ST community have

desirable classroom, discipline, guidance and counseling, co-curricular activities and teacher-pupil relationship in total than the students belong to BC community. In co-curricular activities and school environment dimensions students belong to SC/ST community have reported desirable teacher-pupil relationship than the students belong to OC community.

- There is significant difference among the mean scores of feeling of security of adolescents and its dimensions school security and peer group security with reference to community. The Scheffe test shows that students belong to MBC community felt more secured than students belong to OC community in school security and peer group security.

#### **With respect to Type of School**

- There is significant difference among adolescents in their perception of emotional environment of school by adolescents and its dimensions with reference to type of school. The Scheffe test proves that students of government schools perceived desirable emotional environment of school than the students of private school and also students of government school perceived desirable supportive atmosphere, promotion of active learning, connecting school and home environment, students' participation in governance and emotional environment in total than the students of aided schools. The students who are studying in aided schools perceived good promotion of active learning, connecting school and home environment, students' participation in governance and emotional environment in total when compared with the students of private schools.
- There is significant difference among teacher-pupil relationship as reported by adolescents and its dimensions with reference to type of school. The Scheffe test reveals that students of government schools have reported desirable teacher-pupil relationship than the students who are studying in aided and private schools. In the dimension co-curricular activities students of aided schools have desirable teacher-pupil relationship when compared with the students of private schools.
- There is significant difference among the mean scores of feeling of security of adolescents and its dimensions with reference to type of school. The Scheffe test shows that the students of government school felt more

secured than the students of aided school in school security, self security and feeling of security in total. Scheffe test also reveals that students of government schools felt more secured than the students of private schools.

#### **With reference to Locality of School**

- There is significant difference among adolescents in their perception of emotional environment of school and its dimensions with reference to locality of school. The Scheffe test reveals that students from schools located in panchayat and corporation areas perceived good emotional environment than the students who are from schools in municipality area and also students those who are from schools in corporation areas have good emotional environment than the students who are from schools located in panchayat areas.
- There is significant difference among teacher-pupil relationship as reported by adolescents and its dimensions with reference to locality of school. The Scheffe test shows that the students from schools located in panchayat areas have desirable classroom, guidance and counseling and teacher-pupil relationship in total than the students from the schools in municipality areas. The students from schools located in corporation areas have desirable teacher-pupil relationship when compare to the students who are from schools in municipality areas and also students who are from schools located in corporation areas have reported good teacher-pupil relationship in school environment, co-curricular activities and teacher-pupil relationship in total than the students who are from schools in panchayat areas.
- There is significant difference among the feeling of security of adolescents and its dimensions with respect to locality of school. The Scheffe test shows that students who are from schools located in corporation areas felt more secured than students who are from schools located in panchayat and municipality areas.

#### **With reference to Number of Students in the Classroom**

- There is significant difference among adolescents in their perception of emotional environment of school and its dimensions such as policy towards emotional environment and emotional environment in total with

reference to number of students in the classroom. The Scheffe test shows that students of small classroom perceived desirable emotional environment of school and its dimensions such as policy towards emotional environment and emotional environment in total than the students of medium classroom and big classroom. But there is no significant difference among adolescents in their perception of emotional environment of school and its dimensions supportive atmosphere, promotion of active learning, connecting school and home environment and students' participation in governance with respect to number of students in the class room.

- There is significant difference among teacher-pupil relationship as reported by adolescents and its dimensions except classroom with reference to number of students in the class room. From the Scheffe test students of small classroom have desirable teacher-pupil relationship than the students of big classroom in guidance and counseling, co-curricular activities and teacher-pupil relationship in total. In school environment dimension students of small classroom have desirable teacher-pupil relationship than the students of medium classroom.
- There is significant relationship among the mean scores of feeling of security of adolescents and its dimensions with reference to number of students in the classroom. The Scheffe test proves that students of small classroom and big classroom felt more secured when compare to the students of medium classroom.

#### **With reference to Academic Achievement**

- There is significant difference among adolescents in their perception of emotional environment of school and its dimension promotion of active learning with respect to academic achievement. The Scheffe test reveals that students who had secured first class marks perceived desirable emotional environment than the students who had secured third class marks. But there is no significant difference among adolescents in their perception of emotional environment of school and its dimensions such as supportive environment, policy towards emotional environment,

connecting school and home environment, students' participation in governance and emotional environment in total.

- There is significant difference among teacher-pupil relationship as reported by adolescents and its dimension classroom with respect to academic achievement. The Scheffe test proves that students who secured first class marks have reported desirable teacher-pupil relationship than the students who secured third class marks. But there is no significant difference among teacher-pupil relationship as reported by adolescents and its dimensions such as school environment, guidance and counseling, co-curricular activities and teacher-pupil relationship in total.
- There is no significant difference among the feeling of security of adolescents and its dimension with respect to academic achievement.

### **Correlation**

#### **With respect to Total Sample**

- There is significant positive correlation between the perception of emotional environment of school and its dimensions and feeling of security of adolescents with respect to total sample.
- There is significant positive correlation between teacher-pupil relationship as reported by adolescents and its dimensions and feeling of security of adolescents with respect to total sample.

#### **With respect to background variables**

- There is significant positive correlation between the perception of emotional environment of school and feeling of security of adolescents with respect to all back ground variables except students belong to OC and SC/ST community, students who are studying in municipality areas, students of medium classroom.
- There is significant positive correlation between teacher-pupil relationship and feeling of security of adolescents with respect all back ground variables.

### **RECOMMENDATIONS**

- Teachers should spend time with their students to listen to their problems and share their experiences every day.

- Teachers should pay special attention towards the problematic students.
- Schools should offer a training session for teachers regarding their role inside the classroom.
- School should create helpful learning environment to their students for their academic success.
- The co-education schools should pay more attention to improve the quality of safe environment within the school campus.
- Schools should provide supportive atmosphere especially for students of 12<sup>th</sup> standard.
- Teachers should provide needed emotional support to their adolescent students because emotional support from teachers would encourage confidence in academic activities.
- Teachers are encouraged to identify the insecurity feelings of the student in the school and provide secured feeling so that the students can devote their concentration completely towards the learning tasks.
- Students should realize that participation in co-curricular and extracurricular activities would enhance their all round personality.
- Schools must provide opportunities for parents to inform the teacher and other appropriate authorities about what is happening at home and in community.

#### **SUGGESTIONS FOR FURTHER RESEARCH**

- The present study is confined only to high and higher secondary students. Similar studies can be conducted on students of college level.
- Emotional Environment of school and Feeling of Security of Adolescents with different dimensions may be measure using different tools.
- The correlative study can be done to know the relationship between classroom climates and teacher-pupil relationship of higher secondary students.
- The factors affecting the feeling of security of Higher Secondary students can be the subject matter of full study.

## **ORGANIZATIONS OF THE THESIS**

The final form of thesis will be presented in five chapters. The first chapter will give the conceptual framework of the study. The study of the related literature will be discussed in the second chapter. The third chapter would give details about the methodology followed: the sample selected, the tool used, the statistical technique applied and the delimitations fixed. The analysis of the data and interpretation of the result will be discussed in the fourth chapter. The last as well as the fifth chapter would summarize the whole matter. The recommendation as the educational implications and the suggestions for further research will also be given in the fifth chapter. The books as well as websites referred would be listed and given under bibliography. Thereafter, the copies of the tools used in this study will be given in the appendix.

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**INFLUENCE OF POLITICAL AWARENESS AND ATTITUDE TOWARDS  
POLITICS IN THE EXERCISE OF CIVIC RESPONSIBILITIES  
OF HISTORY STUDENTS**



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## INTRODUCTION

-Education is the most powerful weapon which you can use to change the world says Nelson Mandela (Arne Duncan, 2013). True democracy is a system which in Abraham Lincoln's words is a government of the people, by the people and for the people (Timothy stagich, 2005). Democracy provides people with the opportunity to be active citizens rather than passive subjects (Virendra singh, 2016). The strength of democracy lies in an actively engaged citizen who takes responsibility for building communities, solving public problems, and participating in the political and electoral processes.—To sustain itself, to meet challenges and thrive, democracy demands much from its citizens (Krista Jenkins, et al., 2003). India is a country with majority of youth population, but Indian polity is largely a gerontocracy. The reduction of the age of eligibility for participation in electoral process had given a broad base to the democratic processes. Political rivalries, ugly incidents of violence, corruption, idlers participation for fame and money have stimulated the students just to acquire knowledge, get education, seek good career, be self reliant and support their parents. Hence they appear increasingly disconnected from politics which have sounded alarm about the precipitous decline in the civic health of our nation.

Youth involvement in politics has become a felt need today, and more youth and politicians are waking up, to the crucial realisation that it is time to steer more youth into leadership (Longo, N. V., & Ross P. Meyer, 2006). According to Plato -one of the penalties for refusing to participate in politics, is that you end up being governed your inferiors. Youth, the strongest pillar of the nation should stop sitting inside the cocoon criticizing and commenting on the terrorism, inflation, sexual harassment and other social problems instead raise their voice against evil and extend participation to form extremely a strong and clean political structure. Youth alone has the power to uproot the old dirty politics. The Jallikattu protest 2017 in Tamilnadu, student strike of Jadavpur university in Kolkata 2014 many other strikes proves the power of youngsters in politics (The Hindu, 24<sup>th</sup>, jan, 2017).. The political cynicism must be renewed to positive thoughts, ideas and vision. In the light of political awareness and active civic engagement activities the students must help the nation to cross the social and political barriers. Transforming political consciousness and

promoting civic education through educational institutions are considered as good avenues to mentor the youth as enlightened citizens.

### **SIGNIFICANCE OF THE STUDY**

Though India has progressed a lot in the past 70 years the development pace would have been completely different if had some young torchbearers led the process of development. The country desperately needs youngsters with personified energy, enthusiasm, morality and diligence as leaders. Many leaders like Gandhi, Vivekananda, Tagore and Patel had strong faith in youth for diversified development. Today's political scenes show the augmented student's participation in the community-centered activities, social political activities, and ecological activities directly or indirectly via social media. The youngster's discontent towards the politics and present society reflects their awareness of the problems facing our Nation and world at large. The fascinated fact is to notice the crave existing among the students community to get involved in politics and do their contribution in a productive way for the welfare of the Nation. It is obvious that most students have a sense of community, justice and empathy. This motivated the researcher to explore in the area of politics and civic responsible behaviour of history students.

The finding of the study will be beneficiary to the nation and society considering that political structure and functioning of a nation decides the fate and position of that nation in the world arena. The urge need of youth involvement in politics and Nation's development process justifies the need for more aware and responsible citizens. The attitude decides everything including person's cognitive, affective and behaviour hence student's attitude towards politics is driving force towards youth political and civic participation. The study also portrays how giving a political knowledge base could be a groundbreaking approach to develop civic responsibility among the student community. The study answers the question that does student's possess good knowledge base to form political organization in future and whether they are right in the political track with positive thoughts and ideas towards politics and of involving themselves in it. The study could provide information on whether a student's political awareness and attitude towards the political structure predict their responsible behaviour towards the politics, environment, society, nation, democracy and as a person. The study provides clear

evidence which portrays exercise of civic responsible behaviour by the student's community, particularly history students in Tamilnadu. The results will help to evaluate the lacking area and which area does the institution or the educators have to concentrate in accordance to boost student resource towards welfare of future India.

The study also contributes to Indian literature where only a little research is found in this area. In the present scenario of urgent need of civic engagement among student community this study throws light on whether the civic engagement demands a political knowledge and strong attitude towards politics. The novel perspective of the study is to strengthen the networks of social, national, political, environmental and personal oriented responsible behaviours and generate additional insights via their political awareness. The contribution is exclusive in a nation context as in this competitive world where all other countries are in pivotal mode of educating their youth with civic education and encouragements for their political participation.

The study is relevant and timely for the higher education department, educators and policymakers who are currently in the midst for facing significant changes in the student's attitude towards politics and involvement in community related activities. The present study can be a paradigm shift in the higher education curriculum and helps to craft fabrication strategies required to create political awareness, gluing positive thoughts towards politics and giving practical guidance to support in for students active civic participation. It will also provide some insights to help in understanding the student's mindset in politics and information regarding their needs for quality political and civic education at higher education as to serve the best as future citizens.

## **STATEMENT OF THE PROBLEM**

Any nation depends on its youth for its development. Political system is the decision making process and youth's knowledge, behaviour and attitude towards it plays a crucial role.

Having acknowledged the importance of youth role in a country's political system and their civic engagement, this study intends to investigate on the influence of the political knowledge and attitude and their interplay in the exercise of civic responsibilities. These understandings will help to realise the present situation and frame approaches to encounter the negative effects and construct and devise strategies to guide the future leaders.

## **OPERATIONAL DEFINITIONS**

### **Political Awareness**

Political awareness implies the knowledge possessed or acquired by an individual through perception, experience, reasoning or intuition regarding politics. In this study it refers to the consciousness and knowledge of the students about political structure.

### **Attitude towards Politics**

Attitude towards politics refers to the way one thinks or feels about their social, economic and political governance in their state. In this study it means the thinking and judgment of the history students on the structure and functioning of the political system.

### **Exercise of Civic Responsibilities**

Civic responsibility is the responsibility that has to be owed by all citizens of a nation, beyond which is claimed by law. It is an ethical behaviour that involves active involvement of individuals to facilitate in creation, safeguarding, caring, and building equitable society, environment and nation. In this study it refers to the civic responsible behaviour of history students particularly their obligation towards their nation, society, democracy, politics, personal and environment.

### **History students**

In this study history student means the college students who have chosen history as their major subject of study in their under graduation degree course.

## **OBJECTIVES**

### **Percentage Analysis**

- To find out the level of political awareness of history students with reference to background variables such as gender, community, year of study, medium of instruction, residence, locality of students, type of college, nature of college, status of college and location of college.

- To find out the level of attitude towards politics and its dimensions of history students with reference to background variables such as gender, community, year of study, medium of instruction, residence, locality of students, type of college, nature of college, status of college and location of college.
- To find out the level of exercise of civic responsibilities and its dimensions of history students with reference to background variables such as gender, community, year of study, medium of instruction, residence, locality of students, type of college, nature of college, status of college and location of college.

### **Differential Analysis**

- To find out significant difference between the mean scores of political awareness of history students with respect to background variables such as personal variables (gender, medium of instruction, residence, locality of students) and institutional variables (type of college, nature of college, status of college).
- To find out significant difference among the mean scores of political awareness of history students with respect to community, year of study and location of college.
- To find out significant difference between the mean scores of attitude towards politics and its dimensions of history students with respect to background variables such as personal variables (gender, medium of instruction, residence, locality of students) and institutional variables (type of college, nature of college, status of college).
- To find out significant difference among the mean scores of attitude towards politics and its dimensions of history students with respect to community, year of study and location of college.
- To find out significant difference between the mean scores of exercise of civic responsibilities and its dimensions of history students with respect to background variables such as personal variables (gender, medium of

instruction, residence, locality of students) and institutional variables (type of college, nature of college, status of college).

- To find out significant difference among the mean scores of exercise of civic responsibilities and its dimensions of history students with respect to community, year of study and location of college.

#### **Association Analysis**

- To find out significant association between parental variables such as parent's education and parent's occupation and political awareness of history students.
- To find out significant association between parental variables such as parent's education and parent's occupation and attitude towards politics and its dimensions of history students.
- To find out significant association between parental variables such as parent's education and parent's occupation exercise of civic responsibilities and its dimensions of history students.

#### **Correlation Analysis**

- To find out significant correlation between political awareness and attitude towards politics of history students with reference to background variables.
- To find out significant correlation between political awareness and exercise of civic responsibility of history students with reference to background variables.
- To find out significant correlation between attitude towards politics and exercise of civic responsibilities of history students with reference to background variables.

#### **Regression analysis**

- To find out significant influence of political awareness and attitude towards politics in the exercise of civic responsibilities of history students.

#### **NULL HYPOTHESES**

#### **Differential Analysis**

- There is no significant difference between the mean scores of political awareness of history students with respect to background variables such as

personal variables (gender, medium of instruction, residence and locality of students) and institutional variables (type of college, nature of college, status of college).

- There is no significant difference among the mean scores of political awareness of history students with respect to community, year of study and location of college.
- There is no significant difference between the mean scores of attitude towards politics and its dimensions of history students with respect to background variables such as personal variables (gender, medium of instruction, residence, locality of students) and institutional variables (type of college, nature of college, status of college).
- There is no significant difference among the mean scores of attitude towards politics and its dimensions of history students with respect to community, year of study and location of college.
- There is no significant difference between the mean scores of exercise of civic responsibilities and its dimensions of history students with respect to background variables such as personal variables (gender, medium of instruction, residence, locality of students) and institutional variables (type of college, nature of college, status of college).
- There is no significant difference among the mean scores of exercise of civic responsibilities and its dimensions of history students with respect to community, year of study and location of college.

### **Association Analysis**

- There is no significant association between parental variables and political awareness of history students.
- There is no significant association between parental variables and attitude towards politics and its dimensions of history students.
- There is no significant association between parental variables and exercise of civic responsibilities and its dimensions of history students.

### **Correlation Analysis**

- There is no significant correlation between political awareness and attitude towards politics of history students with reference to background variables.

- There is no significant correlation between political awareness and exercise of civic responsibility of history students with reference to background variables.
- There is no significant correlation between attitude towards politics and exercise of civic responsibilities of history students with reference to background variables.

#### **Regression analysis:**

- There is no significant influence of political awareness and attitude towards politics in the exercise of civic responsibilities of history students.

#### **METHODOLOGY**

The investigator had employed descriptive method using survey as a technique for this study. The population for the present study consisted of students who have chosen history as their major subject of study for their under graduation degree course. The investigator had used simple random sampling technique for selecting a sample of 1611 B.A (History) students studying in various arts and science colleges in Tamilnadu. The tools used for the present study were: 1. Political Awareness Test (PAT) developed and validated by V.Sasikala and S. Francisca (2016). 2. Attitude Towards Politics Scale (ATPS) developed and validated by V.Sasikala and S. Francisca (2016). 3. Exercise of Civic Responsibility Scale (ECRS) developed and validated by V.Sasikala and S. Francisca (2016).

The investigator had used percentage analysis, t test, ANOVA, scheffe, chi-square, Pearson product moment correlation and regression analysis among the various statistical techniques for analyzing, interpreting and to draw conclusions from the collected data.

#### **LIMITATIONS OF THE STUDY**

Students' personal interests and casual attitude on the variables might have been reflected in their responses. The students might have the tendency to give socially accepted responses and true responses of their emotions or feelings might not be elicited. However, the investigator believed that the above stated limitations might not in any way affect the validity of the findings of the present study.

#### **DELIMITATIONS OF THE STUDY**

- The study encompasses the history students studying in various colleges of Tamilnadu.
- Even though the study possesses the possibility of generalization or ecological validity, the geographical limit chosen for the study was limited to the colleges belonging to twelve districts namely Tirunelveli, Tuticorin, Viruthunagar, kanyakumari, Madurai, Coimbatore, Erode, Chennai, Villupurum, Kanchipuram, Tiruvallur and Trichy of Tamilnadu .
- The study measures political attitude under five dimensions (namely attitude towards politics, political participation, politicians, political party and election and voting) and exercise of civic responsibility under six dimensions (responsible behaviour towards politics, society, democracy, nation, environment and personal) only.
- Influences of only two variables (political awareness and attitude towards politics) in exercise of civic responsibility have been only considered for the present study.

## **FINDINGS**

### **PERCENTAGE ANALYSIS**

- The level of political awareness of majority of the history students‘ with reference to background variables is average.
- The percentile analysis revealed that the level of attitude towards politics and its dimensions of history students with reference to background variables is average.
- Majority of the history students‘ exercise of civic responsibility and its dimensions with reference to background variables is average.

### **DIFFERENTIAL ANALYSIS (With Respect to Background Variables)**

#### **With respect to Gender**

- There is significant difference between history students in their political awareness with respect to gender. Comparing the mean scores, it is observed that the male students have better awareness in politics than their counterparts.
- There is significant difference between the mean scores of attitude towards politics and its dimensions of history students with respect to gender.

Comparing the mean scores it is observed that male students (109.96) have better attitude towards political participation, political party, election and voting and ATPS in total than their female counterparts (108.44).

- There is significant difference between male and female history students in their exercise of civic responsibility and all its dimensions except for the dimension of political responsibility and social responsibility. Comparing the mean scores it is evident that the female students exercise their national responsibility, environmental responsibility, personal responsibility and ECR in total in a better way than their male counterparts.

#### **With respect to Medium of Instruction**

- There is significant difference between the mean scores of political awareness of history students with respect to medium of instruction. Comparing the mean scores, it is observed that the students who belong to English medium have better awareness in politics than the students who belong to Tamil Medium.
- There is no significant difference between the mean scores of attitude towards politics and its dimensions of history students with respect to medium of instruction.
- There is significant difference between Tamil medium and English medium history students in their exercise of civic responsibility and its dimensions of political responsibility, democratic responsibility, national responsibility, personal responsibility and ECR in total. But, there is no significant difference for the dimensions of social responsibility and environmental responsibility. Comparing the mean scores it is evident that students of English medium exercise their political responsibility, democratic responsibility, national responsibility, personal responsibility and ECR in total in a better way than the students of Tamil medium.

#### **With respect to Residence**

- There is significant difference between the mean scores of political awareness of history students with respect to residence. Comparing the mean scores, it is observed that the students who reside in hostel have better awareness in politics than the students are day's scholars.

- There is no significant difference between the mean scores of attitude towards politics and its dimensions of history students with respect to residence.
- There is no significant difference between the mean scores of exercise of civic responsibility and its dimensions of history students with respect to residence.

#### **With respect to Locality of Students**

- There is significant difference between the mean scores of political awareness of history students with respect to locality of students. Comparing the mean scores, it is observed that the students who are from urban areas have better awareness in politics than the students from rural area.
- There is significant difference between the mean scores of attitude towards politics and its dimensions of attitude towards political participation and ATPS in total of history students with respect to locality of students. Comparing the mean scores, it is observed that the students who are from rural area have better attitude towards political participation and ATPS in total than the students from urban area. But, there is no significant difference for the dimensions of attitude towards politics, attitude towards politicians, attitude towards political party and attitude towards election and voting.
- There is no significant difference between rural and urban area history students in their exercise of civic responsibility and all dimensions except for environmental responsibility. Comparing the mean scores it is observed that students from rural area exercise better environmental responsibility than the students from urban area.

#### **With respect to Type of College**

- There is no significant difference between the mean scores of political awareness of history students with respect to type of college.
- There is significant difference between the mean scores of attitude towards politics and its dimensions of attitude towards politicians and ATPS in total of history students with respect to type of college. Whereas, there is no significant difference in the dimensions of attitude towards politics, attitude towards political participation, attitude towards political party and attitude towards election and voting. Comparing the mean scores it is observed that

history students of Government colleges have better attitude towards politicians and ATPS in total than their counterparts.

- There is no significant difference between Government and Aided college history students in their exercise of civic responsibility and its dimensions of political responsibility, national responsibility, personal responsibility and ECR in total. But, there is significant difference between them for the dimensions of social, environmental and democratic responsibility. Comparing the mean scores it is evident that students of Government colleges exercise better social and environmental responsibility than the students of Aided colleges. But in the dimension of democratic responsibility the students of Aided colleges perform better than the students of Government colleges.

#### **With respect to Nature of College**

- There is significant difference between the mean scores of political awareness of history students with respect to nature of college. Comparing the mean scores, it is observed that the students of unisex natured colleges have better awareness in politics than the students of co-education natured colleges.
- There is significant difference between the mean scores of attitude towards politics and all its dimensions of history students with respect to nature of college except for the dimensions of attitude towards politics and attitude towards election and voting. Comparing the mean scores it is observed that students of co-education institutions have better attitude towards political participation, politicians, political party and ATPS in total.
- There is significant difference between unisex and co-educational college history students in their exercise of civic responsibility and its dimensions of political responsibility, democratic responsibility, national responsibility, personal responsibility and ECR in total. Whereas, there is no significant difference between them for the dimensions of social responsibility and environmental responsibility. Comparing the mean scores it is evident that students of unisex colleges exercise their political responsibility, democratic responsibility, personal responsibility and ECR in total in a better way than the students of co-educational colleges. But the students of co-educational colleges exercise their national responsibility better than the students of unisex colleges.

### **With respect to Status of College**

- There is significant difference between the mean scores of political awareness of history students with respect to status of college. Comparing the mean scores, it is observed that the students from colleges with autonomous status have better awareness in politics than the students from colleges with affiliated status.
- There is significant difference between the mean scores of attitude towards politics and its dimensions of attitude towards politicians, attitude towards political party and ATPS in total of history students with respect to status of college. But, there is no significant difference in the dimensions of attitude towards politics, attitude towards political participation and attitude towards election and voting. Comparing the mean scores it is observed that students from affiliated colleges have better attitude towards politicians, political party and ATPS in total than their counterparts.
- There is significant difference between autonomous and affiliated college history students in their exercise of civic responsibility and its dimensions of democratic responsibility, national responsibility, personal responsibility and ECR in total. Whereas, there is no significant difference between them for the dimensions of political responsibility, social responsibility and environmental responsibility. Comparing the mean scores it is evident that students of autonomous colleges exercise their democratic responsibility, national responsibility, personal responsibility and ECR in total in a better way than the students of affiliated colleges.

### **With respect to Location of College**

- There is significant difference among the mean scores of political awareness of history students with respect to location of college. The scheffe test proved that students of metro city possess better political awareness than the students from corporation, municipality and panchayat location. It is also observed that students from panchayat locality have less awareness towards politics compared with students from colleges in other location.
- There is significant difference among the mean scores of attitude towards politics and its dimensions of attitude towards political participation, attitude

towards politicians and ATPS in total of history students with respect to location of college. But, there is no difference in their attitude towards politics, political party and election and voting. The scheffe test proved that students from panchayat locality have better attitude towards political participation than the students of corporation locality and have better attitude towards politicians than the students of metro city and corporation locality. The scheffe test also proved that students from panchayat locality are better in ATPS in total than the students from corporation and municipality location.

- There is no significant difference among the history students in their exercise of political responsibility, democratic responsibility, personal responsibility and ECR in total with respect to location of college. But they significantly differ among themselves for the dimensions of social responsibility, national responsibility and environmental responsibility. The scheffe test proved that students from municipality locality exercise better social and environmental responsibility than the students from metro city. It is also evident that students from panchayat locality are socially responsible than the students from metro city. The scheffe test proved that students from corporation locality exercise better national responsibility than the students from panchayat area. It is also evident that students from panchayat locality are environmentally responsible than the students from metro city and students from corporation.

#### **With respect to year of study**

- There is significant difference among the mean scores of political awareness of history students with respect to year of study. It is proved from the scheffe test that students of third year possess better political awareness than the students of first year and second year. It is also evident that the students of second year possess better political awareness than the students of first year.
- There is no significant difference among the mean scores of attitude towards politics and all its dimensions of history students with respect to year of study except for the dimension of attitude towards politics and political party. Comparing the mean scores it is evident that the students of first year have better attitude towards politics than the students of second year and second year. But the students of second year have better attitude towards political party than the students of first year and third year. The scheffe test proved that

the student of first year significantly differ and have better attitude towards politics than the students of second year.

- There is significant difference among the history students in their exercise of social responsibility, democratic responsibility, national responsibility, personal responsibility and ECR in total with respect to year of study. But there is no significant difference for the dimensions of political responsibility and environmental responsibility. Comparing the mean scores it is evident that the students of third year are more responsible than the students of second and third year in the dimensions of democratic responsibility, national responsibility, personal responsibility and ECR in total. But with reference to mean scores the students of first year are socially responsible than the students of second and third year. The scheffe test proved that students of first year is socially responsible than the students of third year. It is also evident that students of third year exercise more democratic responsibilities and personal responsibility than the students of second and first year. The scheffe revealed that the students of third year exercise better national responsibility and ECR in total than the students of second year.

#### **With respect to Community**

- There is significant difference among the mean scores of political awareness of history students with respect to community. The scheffee test proved that the students who belong to OC community show better awareness than the students of BC/MBC and SC/ST category.
- There is significant difference among the mean scores of attitude towards politics and its dimensions of attitude towards political participation and ATPS in total of history students with respect to community. But there is no significant difference in the dimensions of attitude towards politics, attitude towards politicians, attitude towards political party and attitude towards election and voting. Comparing the mean scores it is evident that the students who belong to SC/ST category have better attitude towards political participation and ATPS in total than the students who belong to BC/MBC and OC category. The scheffe test proved that the students who belong to SC/ST category have better attitude towards political participation and ATPS in total than the students who belong to OC category.

- There is no significant difference among the history students in their exercise of civic responsibility and its dimensions with respect to community.

### **Associational Analysis**

- There is no significant association between parental variables such as parent's education and parent's occupation and political awareness of history students.
- There is no significant association between parental variables such as parent's education and parent's occupation and attitude towards politics and its dimensions of history students.
- There is no significant association between parental variables such as parent's education and parent's occupation and exercise of civic responsibility and its dimensions of history students. But there is significant association between parent's occupation and environmental responsibility.

### **CORRELATION ANALYSIS**

#### **With reference to total sample**

- There exist a significant negative correlation between the political awareness and attitude towards politics and its dimensions of attitude towards political participation, attitude towards politicians and ATPS in total of history students. There exist a significant positive correlation between the political awareness and attitude towards politics of history students. But there is no significant correlation between political awareness and attitude towards political party and election and voting of history students.
- There exist a significant positive correlation between the political awareness and exercise of civic responsibility and its dimensions of political responsibility, democratic responsibility, national responsibility, environmental responsibility, personal responsibility and ECR in total of history students. There is significant negative correlation between the political awareness and environmental responsibility of history students. But, there is no significant correlation between the political awareness and social responsibility of history students.
- There exist a significant negative correlation between the attitude towards politics and exercise of civic responsibility and its dimension of democratic

responsibility, national responsibility, personal responsibility and ECR in total of history students. There exist a significant positive correlation between the attitude towards politics and exercise of political responsibility of history students. But, there is no significant correlation between attitude towards politics and exercise of social responsibility and environmental responsibility of history students.

#### **With reference to Background Variables**

- There exist a significant negative correlation between political awareness and attitude towards politics with respect to background variables such as female students, day's scholar students, students of urban area, students of OC category, students of SC/ST category, students of Government colleges, students of Autonomous colleges. There exist a significant positive correlation between political awareness and attitude towards politics with respect to students of municipality location and students of Aided colleges. There is no significant correlation between political awareness and attitude towards politics and its dimensions of history students with reference to background variables such as students of metro location, students of corporation locality, students from panchayat location, male students, year of study, medium of instruction, hosteller students, students from rural area, students who belong to BC/MBC category, nature of college and students from affiliated colleges.
- There exist a significant positive correlation between the political awareness and exercise of civic responsibility of history students with reference to background variables.
- There exist a significant negative correlation between attitude towards politics and exercise of civic responsibility with respect to students of municipality, corporation and panchayat location, female students, students of first and second year, students of Tamil medium, residence, students who belong to OC and BC/MBC community, students of aided colleges, students of co-education colleges and status of college of history students. There is significant positive correlation between attitude towards politics and exercise of civic responsibility with respect to students of metro city location. But, there is no significant correlation between attitude towards politics and exercise of civic responsibility with respect to for male students, students of third year, students

of English medium, students of urban area, students who belong to SC/ST category, students of Government colleges, and students of unisex colleges.

### **Regression Analysis**

- Political awareness is statistically significant and positively associated in predicting the exercise of civic responsibilities and its dimensions.
- Attitude towards politics and its dimensions is significant in predicting the exercise of civic responsibilities and its dimensions but negatively associated.

### **RECOMMENDATIONS**

The following recommendations are provided based on the findings of the study:

- Females stay behind men in awareness and attitude towards politics. To bridge this gap the government should take initiatives to educate females about their privileges and rights and kindle their interest in politics in order to widen their knowledge and build confidence over the political structure.
- Government should ban any blanket that robs the opportunities of students' involvement in politics especially in rural areas and help to generate a politically and socially aware generation cherished with confidence to influence government.
- Co education natured institutions have to turn to educate and train the youth with active learning strategies to enhance future civic participation.
- Students of urban areas lack in environmental responsibility, so the curriculum should help them to stay connected with environment. The visits and tours to rural villages have to be arranged to understand the village life style and help in establishing connection with environment. They can also be involved in sustainable activities like planting trees and attending biodiversity awareness programmes which can help them to widen their knowledge and develop responsible behaviour towards environment.
- The aided institutions should give adaptive training to their wards to combat the negative views on politics and channelize them in social and environment enrichment activities like cleaning ponds, management of natural resources, volunteer during disaster and facilitate access to justice in environmental and social matters.

- Psycho-educational interventions can be provided to reduce the risk of developing unhealthy attitudes through organizing seminars and symposiums focusing attention to reinforce healthy and positive attitude among the metro students especially in political participation in order to prevent or at least reduce high levels of political alienation and cynical behaviours.
- The college campus must include the students of Tamil medium in responsibility provoking situations and provide support and encouragement to the students in protests, signing petitions, organizing awareness camps, donation camps, for social cause and develop political skills to enhance their civic participation.
- Professors should help the students from rural areas to make use of latest technological gadgets to avail political information's and pave way for them to get aware of happenings of the world in par with students in urban areas.
- Affiliated colleges should organize model parliaments, political quiz, brainstorming activities, project works on service programs help to awaken their doors of knowledge, interest and skills in political and community related activities.
- The educators of Autonomous colleges must identify the cynic factors that provoke cynical attitude and instill the importance of positive perception towards politics among their students.
- Parents should take responsibility to pull down the blanket of traditional sexism that exist on the political structure and encourage their female children to update themselves with political information's and to develop healthy attitudes towards it.
- Parents must pinup ethical standards in their wards habitual habits and should monitor their children behaviours at home. They should teach their male wards the need to be responsible in their personal life and for environment right from their childhood.

### **Suggestions for Future Research**

- **Political Awareness at higher secondary levels**-can be studied in order to identify the lagging students and motivate and them and help in cultivating political interest in them.

- **Civic attitude and Civic engagement of teachers of schools and professors of colleges** -can be studied as to conduct guiding courses and innovative plans to be included in their refreshment and faculty development programmes as they form the base to inculcate the civic values and stay as a role model for students.
- **Political Attitude of Teachers and their Attitude towards Integration of Civic Education**-could be studied as a step towards inclusion of integrated civic education curriculum at school and college levels.
- **Influence of Socio-Economic Status in Political and Civic Involvement of College Students**- can be studied and correlated with their subject of study. So as to identify the weaker sections and bring out strategies to make them active citizens.
- **Impact of Civic Education on Civic Behaviour**- can be conducted as an experimental study to see the effects of civic education.
- **Political Awareness, Civic Attitude and Civic Engagement of Politicians**- can be studied to keep a check on the electoral candidates.

### **Organization of the thesis**

The final form of thesis will be presented in five chapters. The first chapter will be comprised of the conceptual framework of the study. The detailed discussions on the literatures and studies reviewed and its critical review will be compiled in the second chapter. The third chapter would give details regarding the method adopted, population and sample selected, the tools used and the statistical technique applied for the study. The data analysis and interpreted conclusions will be discussed in the fourth chapter. The fifth chapter will reveal the findings and the discussions pertaining to the study. And based on the findings recommendations as a contribution of the study will be included along with some suggestive research problems for future researchers will also be given in the fifth chapter. The books, journals, newspapers as well as websites referred would be listed and given under reference section. Finally, the copies of the draft and final tools used for this study will be given in the appendix.

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