## Patron

# Editors' Desk

*Dear Esteemed Readers and Well Wishers,*

*Greetings from Editorial Board!*

*We are glad to release this Fifteenth issue of Edureach Journal with the blessings of our Honorable Founder Secretary Shri A.P.C. Veerabahu. We express our sense of gratitude to the faculties, research scholars and acadamicians who are committed to the core of Education for extending their generous heart in encouraging and motivating our team in bringing and this issue of our journal.*

*This Issue consists of a series of six articles which focuses on A Study on Cyber Anxiety of School Teachers working in Schools situated in Salem District, A Study on Emotional Maturity of Higher Secondary School Students in Relation to Academic Achievement, A Study on Family Relationship among Higher Secondary Students in Trichy District, Awareness and Use of E-Resources among The Users of Public Libraries in Thoothukudi District, Deterioration of Values in Educational System, A Study on Anxiety Among Higher Secondary Students.*

*Dear users, your feedback, valuable comments and suggestions are solicited.*

*With Regards,*
*Editorial Board*

# A STUDY ON CYBER ANXIETY OF SCHOOL TEACHERS WORKING IN SCHOOLS SITUATED IN SALEM DISTRICT

*Dr. S. Gerald*

## Abstract

*The rapidly evolving digital age, technology integration in education has become inevitable, bringing about both opportunities and challenges. This study investigates the phenomenon of cyber anxiety among school teachers in Salem District, focusing on the psychological impact of technology use in educational settings. The research aims to understand the factors contributing to cyber anxiety, its manifestations, and potential coping mechanisms.The researcher has chosen the survey method as research approach. Surveys are a common and effective way to gather data, especially when examining psychological and behavioral aspects. The investigator used random sampling techniques to select a sample of 300 school teachers.Random sampling helps ensure that the sample is representative of the larger population of school teachers. The investigator used the Cyber Anxiety scale developed by Rajasekar, S., andVaiyapuriraja,P.(2006). t-tests were used to interpret the data. These statistical methods are appropriate for examining the relationships between variables and drawing meaningful conclusions from your research.The findings of this research contribute to the existing literature on technology-related stress in educational contexts, shedding light on the specific challenges faced by teachers in Salem District.*

*Keywords : Cyber anxiety, School teachers, Salem District, Educational technology, Technology integration.*

## INTRODUCTION

In the contemporary landscape of education, the integration of technology has become an integral aspect of teaching and learning. The advent of digital tools and platforms have offered numerous opportunities to enhance educational experiences, but it has also brought about new challenges, particularly in the form of cyber anxiety among educators. This study aims to explore and understand the phenomenon of cyber anxiety among school teachers working in schools situated in Salem District, delving into the psychological and professional implications of technology use in the educational context.

## SIGNIFICANCE OF THE STUDY

This study holds significance as it aims to contribute valuable insights to the existing body of knowledge on the intersection of technology and teacher well-being. The findings are expected to inform educational policymakers, school administrators, and teacher training programs, guiding the development of targeted initiatives to support teachers in Salem District and beyond. Ultimately, this research seeks to foster a positive and empowering environment for teachers, enabling them to harness the potential of technology for the benefit of student learning.

The significance of a study on cyber anxiety among school teachers working in schools situated in Salem District lies in its potential to provide valuable insights and contribute to various aspects of education, teacher training, and well-being.

**Teacher Well-being:** The study addresses the psychological well-being of school teachers, focusing on a specific aspect cyber anxiety.

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Understanding and mitigating cyber anxiety can contribute to overall teacher well-being, potentially enhancing job satisfaction and performance.

**Effective Technology Integration:** In the digital age, technology integration is crucial for effective teaching and learning. Examining cyber anxiety helps identify barriers and challenges faced by teachers, enabling the development of targeted strategies to enhance their confidence and proficiency in using digital tools.

A study on cyber anxiety among school teachers in Salem District is significant as it addresses a specific and relevant aspect of teacher well-being and effective technology integration, with potential implications for educational policies and ultimately, student learning outcomes.

## STATEMENT OF THE PROBLEM

"A Study on Cyber Anxiety of School Teachers working in Schools Situated in Salem District".

## DEFINITION OF KEY TERMS

### Cyber anxiety

Cyber anxiety is people with this anxiety disorder may also fear smartphones and the internet in online mode. Severe cyber anxiety can cause people to avoid going to work, school or any place where there might be a computer. Therapy and technological education can help people manage symptoms of cyber anxiety.

### School Teachers

School Teachers, in this study, refers to the teachers teaching in schools situated in Salem district Tamilnadu, India.

## REVIEW OF RELATED STUDIES

**David Mcilroy***et al.,* **(2017)** in their study on cyber anxiety and computer self-efficacy:Their association with undergraduates' use of University computer facilities used two scalenamely Computer Anxiety Rating Scale (CARS) and Computer Thoughts Survey (CTS) tostudy the cyberanxiety of undergraduates in England, UK.Results reported that although 67% and 59% of the teachers reported no cyber anxiety, and 14% and 23% reported lowcyber anxiety, this still left 19% and 18% claiming to have moderate to high cyber anxiety inrespect of the two tools.

**ursavasand h. Karal(2018**) conducted a study on assessing pre-service Teachers'cyberanxiety levels in terms of gender and experience, Turkish sample.They aimed todetermine the level of pre-service Teachers' cyber anxiety.Whether or not cyber anxietymeaningfully varies statistically according to gender and computer experience has been testedin the study.The study was performed on 430 pre-service teachers at the education faculty inRize/Turkey.Data were analyzed with statistical processes such as't' test,and correlationanalysis.Accordingtoresults of statistical analyses,cyber anxieties of male pre-service teachers do notstatistically vary depending on their gender.Although male pre-service teacher shave higher computer anxiety scores, they have lower computer thought scores.

## OBJECTIVES OF THE STUDY

1. To find out if there is any significant difference in Cyber anxiety between themale andfemaleschoolteachers.

2. To find out if there is any significant difference in Cyber anxiety between the school teachers working in the schools located in the urban area and in theruralarea.

3. To find out if there is any significant difference in Cyber anxiety between the school teachers subject taught-arts group and science group.

## HYPOTHESES OF THE STUDY

1. There is no significant difference in Cyber anxiety between the male and female school teachers.

2. There is no significant difference in Cyber anxiety between the school teachers working in the schools located in the urban area and in the rural area.

3. There is no significant difference in Cyber anxiety between the school teacher ssubject staught-arts group and science group.

## DELIMITATIONS OF THE STUDY

The present study has been delimited

Ø Only to certain demographic variable.

Ø School teachers working in the higher secondary schools only.

Ø Teachers working in the higher secondary schools situated in the Salem district only.

## METHOD ADOPTED FOR THE PRESENT STUDY

Normative survey method has been adopted in the present study.

## POPULATION FOR PRESENT STUDY

The population for the present study consists of school teachers in Salem district.

## SAMPLE FOR THE STUDY

Random sampling technique has been used in the selection of as many as 300 schoolteachers workingin the highersecondary schools situatedin the Salem district.

## TOOLS USED FOR THE PRESENT STUDY

By keeping various objectives and purposes of the study in mind, the investigator selected the following tool.Cyber anxiety Scale constructed and validated by Rajasekar, S. andVaiyapuriraja,P.(2006).

## DESCRIPTION OF THE TOOLS

It consists of 29 statements.

**Establishing the Validity**

To establish content validity, the tool was submitted to the experts in the field of education. Some of the items were modified on the basis of suggestions given by the experts. Thus, validity of the tool was established.

**Establishing the Reliability**

The finalized tool was administered to 25 teachers of Government Higher Secondary School, Salem District. The investigator administered the same scale to the same set of teachers after a gap of 15 days. Then both the responses were scored.The co-efficient of correlation between the two sets of scores were calculated. The reliability is found to be 0.76. Thus the reliability of the tool was established by test-retest method.

**Scoring procedure**

The item in the cyber anxiety scale consisted of 29 statements, both positive and negative statements. It is a five point scale. Eachstatement has five options, namely "STRONGLY AGREE", "AGREE", "UNDECIDED", "DISAGREE", "STRONGLY DISAGREE". The response of the subjects was scored byassigning numerical values or arbitrary weights to the items. The statements were having the scoring as 4,3,2,1 and of or there sponses from 'strongly agree' to 'strongly disagree'.

## STATISTICALTECHNIQUESUSED

Mean, SD and 't'-test were used in this study

## ANALYSIS OF DATA

*Table - 1*

**The significance of the difference ('t' value) in cyber anxiety between the male and femaleschool teachers.**

| Sub Samples | N | MEAN | S.D | 't' VALUE | SIGNIFICANCE AT 0.05 LEVEL |
|---|---|---|---|---|---|
| Male teachers | 169 | 89.21 | 8.59 | 0.41 | Not Significant |
| Female teachers | 131 | 88.77 | 9.58 | | |

From the table 1 the computed 't' value is found to be 0.41, which is lower than (1.96) at 0.05 level of significance and thus the null hypothesis is retained. Hence, it is concluded that there is no significant difference between the male and female school teachers inrespect of their Cyber anxiety.

*Table - 2*

**The significance of the difference ('t' value) in cyber anxiety between the school teachers working in the schools located in the urban area and in the rural area**

| Sub Samples | N | MEAN | S.D | 't' VALUE | SIGNIFICANCE AT 0.05 LEVEL |
|---|---|---|---|---|---|
| Urban area | 129 | 89.75 | 9.42 | 1.22 | Not Significant |
| Ruralarea | 171 | 88.46 | 8.70 | | |

From the table 2 the computed 't' value is found to be 1.22, which is lower than (1.96) at 0.05 level of significance and thus the null hypothesis is retained.Hence,it isconcluded that there is no significant difference between the school teachers working in theschoolslocated in the urban area and in the rural area inrespect of their Cyber anxiety.

*Table - 3*

**The significance of the difference ('t'value) in cyber anxiety between the school teachers' subject taught-arts and science.**

| Sub Samples | N | MEAN | S.D | 't' VALUE | SIGNIFICANCE AT 0.05 LEVEL |
|---|---|---|---|---|---|
| Subject taught arts group | 188 | 89.02 | 8.58 | 0.01 | Not Significant |
| Subject taught science group | 112 | 89.00 | 9.76 | | |

From the table 3 the computed 't' value is found to be 0.01, which is lower than (1.96) at 0.05 level of significance and thus the null hypothesis is retained.Hence, it isconcluded that there is no significant difference between the school teachers

subject taught-arts group and science group in respect of their Cyber anxiety.

**FINDINGS**

There is no significant difference in Cyber anxiety between the male and female school teachers.

There is no significant difference in Cyber anxiety between the school teachers working in the schools located in the urban area and in the rural area.

There is no significant difference in Cyber anxiety between the school teachers subject taught- arts and science.

**EDUCATIONAL IMPLICATIONS**

The educational implications of the study on cyber anxiety among school teachers in Salem District are broad and can inform various aspects of educational practices, policies, and support systems. Here are some key educational implications:

**Tailored Professional Development :** The study can guide the development of targeted professional development programs to address specific areas of cyber anxiety identified among teachers. Workshops, training sessions, and ongoing support can be designed to enhance teachers' digital literacy and confidence in utilizing technology in their classrooms.

**In-Service Training Initiatives:** Educational authorities and school administrators can use the study findings to design in-service training initiatives that focus on alleviating cyber anxiety. These initiatives can be integrated into the professional development plans for teachers, ensuring continuous support and growth in their technological skills.

**Curriculum Integration:** The study's insights can be used to inform curriculum development that emphasizes the integration of technology-related skills and knowledge. This may involve updating existing curricula to include digital literacy components, ensuring that teachers are well-prepared to integrate technology seamlessly into their instructional practices.

**ICT Policies and Guidelines:** Based on the study findings, educational policymakers can develop clear and supportive ICT (Information and Communication Technology) policies and guidelines. These policies should outline expectations for technology integration, provide resources for teacher training, and establish a framework for ongoing support to mitigate cyber anxiety.

**Supportive School Culture:** The study highlights the importance of creating a supportive school culture that encourages experimentation with technology and values continuous learning. Schools can foster an environment where teachers feel comfortable seeking help, sharing experiences, and collaborating on effective technology integration strategies.

**Pre-Service Teacher Education :** This involves preparing future teachers to navigate the challenges associated with technology integration, ensuring that they enter the workforce with the necessary skills and confidence.

**Mental Health and Well-being Programs :** Recognizing the impact of cyber anxiety on teacher well-being, educational institutions can implement mental health and well-being programs. These programs may include counseling services, stress management workshops, and strategies for maintaining a healthy work-life balance in the context of technology use.

## RECOMMENDATIONS AND SUGGESTIONS

### Institutional Support and Resources:

Technological infrastructure, including reliable internet connectivity and updated hardware and software may be provided in the schools.

Dedicated support system within schools to assist teachers with technical issues and challenges related to technology integration may be established.

### Pre-Service Teacher Education :

Digital literacy and technology integration components into pre-service teacher education programs may be integrated.
Future teachers are well-prepared to leverage technology effectively in their classrooms may be ensured.

### Continuous Assessment and Feedback:

Feedback to refine and tailor professional development programs to address specific needs may be used.

### Collaboration with Educational Technology Experts :

Workshops and seminars led by experts in the field to share best practices and innovative approaches to technology integration may be facilitated.

### Promotion of Peer Learning Communities:

Peer learning communities or teacher networks focused on technology integration may be established.

Teachers to share successful strategies, resources, and lesson plans related to technology use may be encouraged.

### CONCLUSION

The study on cyber anxiety among school teachers in Salem District sheds light on the complex interplay between technology integration and the psychological well-being of educators. The findings of this research underscore the significance of addressing cyber anxiety to ensure a positive and effective teaching environment. The study not only contributes valuable insights into the specific challenges faced by school teachers in Salem District but also provides actionable recommendations for stakeholders in education. By addressing cyber anxiety, educational institutions can foster a positive and supportive environment, ultimately enhancing the overall quality of education in the district.

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*"Education is the key that unlocks the golden door to freedom"*

**- George Washington Carver**

# A STUDY ON EMOTIONAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO ACADEMIC ACHIEVEMENT

*Dr. S. Suresh*

## *Abstract*

The students in specific are facing a lot of problems as social, economic, emotional as compared to the other sections of the society. It is in this context that the study on their emotional maturity become contemporary as well as inevitable. The majority of students have poor home adjustment emotional problems may be the feelings of insecurity, feelings of frustration, failure to achieve the desired goal and inability to satisfy the inner urges. This study is aimed to know the emotional maturity of the higher secondary student. In this need for the study, objectives, hypothesis and major findings were given. This chapter outlined the design of the present study, the procedures followed, the nature of the sample and the tools used. It included the hypotheses to be tested and method of analysis planned. The method of investigation designed and followed found to be quite appropriate and effective for the study. This study analysis of data and interpretation made based on the analysis and consists of conclusion.

*Keywords :* Emotional Maturity, Academic Achievement, Higher Secondary school.

## INTRODUCTION

The school students are the backbone of the educational process. Education is a process and acts also an instrument to bring out the innate behaviour of the individual. The students of today are the youth of tomorrow and future citizens of the country, therefore proper development and growth of the students should be ensured even at the earliest stage. The needful steps to be taken at this period ensure a healthy democracy in the country.

Emotional maturity isn't something that necessarily grows with chronological age, that is you don't get more emotionally mature when you get older. Some adults are very emotionally immature; some have never matured emotionally. Emotional maturity is being responsible for one's behaviors– both actions and words. Emotional maturity is not controlling one's emotions. It's controlling one's behaviors and choosing to act in a way that doesn't impulsively give in to reactive feelings. Emotional maturity recognizes it's okay to feel. It's human to feel the full range of emotions. It's not okay to act out immaturely, definitely not illegally. Emotional maturity seems to go hand-in-hand with developing mental health.

Emotional Maturity implies controlling emotions more willingly than letting emotions to give you the orders. Emotional intelligence makes an important part of life, together with intellectual intelligence and relationship intelligence. Such intelligence can help one to assess emotional maturity and emotional freedom. How well do you tackle any relationship, is a major discernible factor to check your level of emotional maturity. Academic achievements are one of the important traits of personality of an individual which have significance for vocational success and satisfaction. Dewey attributes three meanings to the word 'Academic achievement'. The first is the whole state of active development (one's Academic achievement in an occupation, employment pursuit, business etc.), the second, the objective results that are foreseen and wanted and the third, the personal emotional inclination.

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## NEED FOR THE STUDY

Education is the backbone of all activities, material and cultural. To ensure good quality of education, there is a need to have Academic achievement in different fields. Academic achievement is a variable which varies from individual to individual. There are many types of Academic achievement, namely, occupational social, religious, intellectual, recreational etc. These kinds of Academic achievements are very important for every individual to equip himself or herself with.

Educational Academic achievements are the powerful determinants of human beings. They are the means of channelizing human energy in different directions, which individuals prefer to choose. Occupational Academic achievement is one of the significant factors influencing occupational choice of students. In our present day school curriculum, every attempt is being made to develop the vocational and educational Academic achievement among students. In order to provide educational and vocational guidance for the student at the higher secondary stage it is essential to know the aptitudes, attitudes, Academic achievements, and aspirations.

## STATEMENT OF THE PROBLEM

A study on Emotional Maturity of higher secondary school students in relation to academic achievement.

## OPERATIONAL DEFINITIONS

### Emotional maturity

Emotional maturity means having the self-control to manage your emotions and work to understand them.

### Academic achievement

According to the investigator, Academic achievement is based on the various Academic achievements of society, recreation, vocation, religion, intelligence and so on, and it is measured by the Mrs. S.K. Bawas Multiphase Academic achievement Inventory.

### Higher Secondary School

The students studying in the 11th and 12th standard in school.

## OBJECTIVES OF THE STUDY

1. To find out there is any significant difference between boys and girls studying in higher secondary schools on their Emotional maturity.
2. To find out there is any significant difference between boys and girls studying in higher secondary schools with respect to occupational, religious, social and academic achievements.

## HYPOTHESES OF THE STUDY

1. There is any significant difference between boys and girls studying in higher secondary schools on their Emotional maturity.
2. There is any significant difference between boys and girls studying in higher secondary schools with respect to occupational, religious, social and intellectual academic achievements.

## REVIEW OF RELATED LITERATURE
### STEPHEN.S. (2002).

The study related to neuroticism and emotionally maturity among college female students. The researcher found that individuals who scored high neuroticism reported low Emotional Maturity.

### UCHAT.D.

'A Study of the Emotional Maturity related to self concept of pre university students enrolled in the arts, science and commerce faculties of Sawrastra University' (Ph.D., Education Sawrastra University 1979). Major findings were, the students from the arts faculty had the highest Emotional Maturity and self-concept while those form the science faculty possessed the lowest Emotional Maturity and Self-Concept. The birth order had no relationship with self-concept. Type of relationship was observed as regards age as an independent variable.

### VENKITARAMIAH.S(2002).

The researcher made an attempt to study the relationship between adjustment and emotional maturity. The findings indicated that the emotional maturity is high the person who have high adjustment mentality.

## SAMPLE

The data for the study were collected randomly. Representative sample of 300 first generation students studying in higher secondary schools in different schools were collected. For the present study sample were collected from Private, Aided and Government schools.

## TOOLS USED

The following tools and techniques were used to verify the higher secondary school students' various academic achievements on Emotional maturity.

1. Multiphase Academic Achievement Inventory (S.K. Bawas )

2. Emotional maturity scale. (K.M.Romapal)

## STATISTICAL TECHNIQUES

Suitable statistical techniques were used to interpret the data to draw out a more meaningful results in the present study the following statistical measures were used.

✓ Descriptive analysis (Main, SD)

✓ Differential Analysis (t-test)

## ANALYSIS OF THE DATA

## HYPOTHESIS - 1

There is significant difference between boys and girls studying in higher secondary schools on their Emotional maturity.

**Table-1**

**Showing the significant difference between Emotional maturity of boys and girls**

| Category | Gender | N | Mean | S.D. | SEM | 't' value | Result |
|---|---|---|---|---|---|---|---|
| Emotional maturity | Boys | 138 | 53.01 | 14.44 | 1.23 | 1.01 | Not Significant |
| | Girls | 162 | 55.11 | 10.75 | 0.84 | | |

From the above table it is observed that the mean scores obtained for the boys and girls of higher secondary school students in their Emotional maturity show that girls have better than the boys. It is statistically not proved and thus the empirical hypothesis is rejected.

## HYPOTHESIS -2

There is significant difference between boys and girls studying in higher secondary schools with respect to occupational, religious, social and intellectual academicachievements.

**Table -2**

**Showing the significant difference between Academic achievement of boys and Girls**

| Category | Gender | N | Mean | S.D. | SEM | 't' value | Result |
|---|---|---|---|---|---|---|---|
| Occupational Academic achievement | Boys | 138 | 54.46 | 7.69 | 0.65 | 0.892 | Not Significant |
| | Girls | 162 | 53.38 | 7.12 | 0.56 | | |
| Religious Academic achievement | Boys | 138 | 58.54 | 6.08 | 0.52 | 0.69 | Not Significant |
| | Girls | 162 | 59.23 | 6.02 | 0.47 | | |
| Social Academic achievement | Boys | 138 | 43.50 | 5.56 | 0.48 | 1.02 | Not Significant |
| | Girls | 162 | 44.45 | 5.58 | 0.44 | | |
| Intellectual Academic achievement | Boys | 138 | 49.95 | 4.19 | 0.36 | 0.53 | Not Significant |
| | Girls | 162 | 50.28 | 3.29 | 0.26 | | |

From the above table it is observed that the mean scores obtained for the boys and girls of higher secondary school students in their academic achievement. It is statistically not proved and thus the empirical hypothesis is rejected.

## FINDINGS OF THE STUDY

1. There is no significant difference between boys and girls studying in higher secondary schools on their Emotional maturity.

2. There is no significant difference between boys and girls studying in higher secondary schools with respect to occupational, religious, social and intellectual academic achievements.

## SUGGESTIONS FOR FURTHER STUDY

The finding of the Present Study influences the investigator to suggest the following points for further research.The same study can be undertaken to investigate Emotional Maturity of School Teachers and College Teachers.The same study can be taken at different level i.e. at college level.The same study can be carried out with large samples in other districts.

## CONCLUSION

The study based on astudy on Emotional Maturity of higher secondary school students in relation to academic achievement reveals that majority of the higher secondary school students are emotionally stable. On the basis of sex mean score is more or less same. The Emotional Maturity to be developed among the school students to providing Guidance and Counseling. The Government has to provide adequate education and to provide suitable home environment, it is very necessary for the school students. Social service agencies have to organize seminars, personality development classes, counseling and guidance for the school students.

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> *"Education's purpose is to replace an empty mind with an open one"*
>
> **- Malcolm Stevenson Forbes**
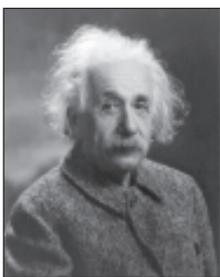
> *"Education is what remains after one has forgotten what one has Learned in School*
>
> **- Albert Einstein**

# A STUDY ON FAMILY RELATIONSHIP AMONG HIGHER SECONDARY STUDENTS IN TRICHY DISTRICT

*Dr. N. Allimuthu*

## Abstract

Family plays a major role in the life of an individual. Joint family system of the past is giving way to nuclear families, due to compulsions of the fast changing life in the modern era. Hence in the changed scenario, there is a need to study the impact of family which is the primary unit of society on every aspect of an individual's life. It is a renowned fact that the family influences an individual during the formative years of an individual. Academic achievement in turn is influenced by family life. Hence there is a need to investigate the influences of the family relationship and Academic achievement of a person at the stage of School education.

*Keywords : Family relationship, Academic achievement, Higher Secondary Students*

## Introduction

This is an era of increasing concern about the quality of education in our country. States are taking a greater role in monitoring and maintaining academic standards. Communities are even more watchful of the expense of the public education. Local schools are concerned about continuing to provide high quality teaching and other services with dwindling resources and parents want assurance that their child will receive adequate preparation to lead rewarding adult lives.

## Significance of the Study

The fast changing world in the context of globalization, family values and life style are undergoing change. Joint family system is giving way to nuclear families. In this context, there is a need to study the trend in family relationships which play a major role in academic achievement of children.

## Statement of the Problem

A study on Family Relationship Higher Secondary Students in Trichy District.

## Operational definitions of the terms

## Family Relationship

Family Relationship in the present study is a measure of the individual's reaction towards his family members. As measured through Index of family Relation inventory which is an assessment of factors such as sense of personal feelings with his father, mother and other family members.

## Academic Achievement

Dictionary of Psychology (Chaplin 1961) defines educational or academic achievement as a specific level of proficiency in academic work evaluated by the teachers' by standardized test or by a combination of both. In this study, the total marks of Ist mid term examination have been collected from the school records as an academic achievement.

## Higher Secondary Students

It refers to the students studying in the eleventh and twelfth standard.

## Objectives of the Study

1. To find out the level of Family Relationship among Higher Secondary Students.
2. To find out the significance of difference between Higher Secondary Students with respect to Family Relationship based on gender, locale of the school, type of family, type of school.

## Hypotheses of the Study

1. The level of Family Relationship among Higher Secondary Students is average.
2. There is no significant difference between the Family Relationship among the higher secondary level on the basis of gender, locale of the school, type of family, type of school.

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**Delimitations of the Study**

In this study the investigator focuses only on family relationship in relation to academic achievement, although there are other factors that may also influence academic achievement.

· The present study is restricted exclusively to XI and XII standard students.

· The investigator has selected only three types of schools viz. Government, Government aided and Un-aided.

**Review of related literature**

**Indian Studies Related to Family Relationship**

**Arora Reeta** (1988) carried out studies on parent child relationship, teacher–student relationship and achievement of higher secondary students. In his study it was said that their no significant relationship between achievement and parent child relationship. Educational standards of teacher student relationship were significantly related. Parent child relationship and teacher student relationship are significantly related.

**Manual Bheema** (1988) made a study on the impact of emotional maturity and prolonged deprivation on indiscipline behaviour among students in relation to their achievement. From the sample of 472 students it was found that emotional instability was due to home environment. Child rearing experience and interaction with parents are positively related to academic achievement.

**FOREIGN STUDIES**

**Anderson, Edward R** *et al.*, (1992) aimed at studying the effect of family relationships on adolescent development during family reorganization. Data concerning children's adjustment indicated that authoritative parenting correlates with high levels of children's social and scholastic competence.

**Mcafee, Mary Elizabeth** (1997) investigated the student of nine colleges and universities in eight states of the plains, north-west, and south-west regions of US regarding

the expense of American Indians who step out of the course before completing the degree. It was found that family context, financial resources, TIME will score three; OFTEN will score four; and ALWAYS will score five.

On the other hand the negative statements indicate difficult family relations. The following items are negative: 2,3, 6, 7, 9, 10, 11, 12, 13, 16, 19, 22, 24 and 25. For these items those who marked NEVER will score five; VERY RARELY will score four; SOME TIME will score three; OFTEN will score two; and ALWAYS will score one.

To find the total score, the total points of positive items and the total points of negative items are added. From this sum, twenty five items are subtracted. The result is the final score.

**Interpreting the Score**

Students who score between 0–29 are comfortable with their present family relations. A low score on this test indicate a high level of family satisfaction. Students who score from 30 to 100 often report significant problems in relating to their family relations.

**Statistical Techniques**

In the present study the following statistical measures were used:

Mean, Standard Deviation, 't' test, F-ratio

**Analysis and Interpretation of the Data**

**Descriptive Analysis of Data**

**Hypothesis-1**

**The level of Family Relationship among Higher Secondary Students is average.**

The variable Family Relationship has been categorized into low, average and high based on quartiles. The frequency and percentage of students in each category is given in Table 1.

**TABLE-1**

**Showing frequency and percentage of students in each category for the variable Family Relationship.**

| FAMILY RELATIONSHIP (QUARTILES) | | |
|---|---|---|
| LEVEL | FREQUENCY | PERCENTAGE |
| LOW | 78 | 26.0% |
| AVERAGE | 138 | 46.0% |
| HIGH | 84 | 28.0% |

It is observed from the above table that a larger percentage of students lie in the average category indicating that the Family Relationship of the Higher Secondary Students is average.

Hence the hypothesis that the level of Family Relationship of the Higher Secondary Students is average is accepted.

**Differential Statistics Analysis**

**Hypothesis-2**

**There is no significant difference between the Family Relationship among the higher secondary level on the basis of gender**

Mean, SD and t-value have been calculated for Family Relationship the results are given in Table 2.

**TABLE-2**

**Mean, SD and t-value for Family Relationship scores of Higher Secondary Students based on Gender.**

| VARIABLES | BOYS | | | GIRLS | | | t-VALUE | L.S. |
|---|---|---|---|---|---|---|---|---|
| | N | MEAN | SD | N | MEAN | SD | | |
| Family Relationship | 129 | 59.50 | 14.85 | 171 | 57.24 | 14.24 | 1.326 | Not Significant |

The mean difference is not significant at 0.05 level.

With respect to Family Relationship the mean score of Boys is 59.50 and that of Girls is 57.24 and the difference in means is not significant. Hence the hypothesis that no significant difference exists between Boys and Girls with respect to Family Relationship is accepted.

**Hypothesis-3**

**There is no significant difference between the Family Relationship among the higher secondary level on the basis of locale of the school.**

Mean, SD and t-value have been calculated for Family Relationship the results are given in Table-3.

**TABLE-3**

**Mean, SD and t-value for Family Relation -ship scores of Higher Secondary Students based on locale of the school.**

| VARIABLES | URBAN | | | RURAL | | | t-VALUE | L.S. |
|---|---|---|---|---|---|---|---|---|
| | N | MEAN | SD | N | MEAN | SD | | |
| Family Relationship | 100 | 61.74 | 12.81 | 200 | 56.45 | 15.03 | 3.181 | Significant |

From the above table it is observed that mean Family Relationship score of Rural students is 56.45 and that of Urban students is 61.74. The mean difference is a significant at 0.05 level. Hence the hypothesis that there is significant difference between Rural and Urban students with respect to Family Relationship is rejected.

**Hypothesis-4**

**There is no significant difference between the Family Relationship among the higher secondary level on the basis of type of family.**

Mean, SD and t-value have been calculated for Family Relationship the results are given in Table-4.

**TABLE-4**

**Mean, SD and t-value for Family Relation -ship scores of Higher Secondary Students based on Type of Family.**

| VARIABLES | NUCLEAR | | | JOINT | | | t-VALUE | L.S. |
|---|---|---|---|---|---|---|---|---|
| | N | MEAN | SD | N | MEAN | SD | | |
| Family Relationship | 260 | 57.02 | 14.57 | 40 | 65.97 | 11.67 | 4.360 | Significant |

From the Table 4 it is seen that the Family Relationship score of students from Nuclear Family is higher (65.97) than that of students from Joint Family (57.02). The mean difference is significant at 0.05 level.

Hence the null hypothesis that there is significant difference between students from Joint Family and Nuclear Family with respect to the variable Family Relationship rejected.

Hence the null hypothesis that there is significant difference between students from Joint Family and Nuclear Family with respect to the variable Family Relationship rejected.

**Hypothesis-5**

**There is no significant of difference between Hr.Sec Students with respect to Family Relationship based on type of school.**

Mean, SD and F-ratio have been calculated for Family Relationship the results are given in Table-5

**TABLE-5**

**Mean, SD and F-ratio for Family Relation ship scores of Higher Secondary Students based on Type of School.**

| VARIABLES | UNAIDED | | | AIDED | | | GOVT | | | f-VALUE | L.S. | GROUP DIFFERED SIGNIFICANT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | M | SD | N | M | SD | N | M | SD | | | |
| Family Relation ship | 100 | 61.18 | 12.83 | 100 | 51.71 | 15.62 | 100 | 61.74 | 12.81 | 16.636 | P<0.05 | (1, 2) & (2, 3) |

From the above table it is observed that the mean Family Relationship scores of Higher Secondary Students based on Type of School are found to be 61.18, 51.71, 61.74. The F-ratio is found to be significant at 0.05 level indicating a significant difference between groups. Further analysis of difference between the individual groups revealed that there is significant difference in Family Relationship between students of Aided School and Government School, Aided School and Unaided School. Hence this hypothesis is rejected.

**Summary, Finding and Conclusion**

**Major Findings of the study**

1.      The level of Family Relationship among Higher Secondary Students is average.

2.      There is no significant difference between the Family Relationship among the higher secondary level on the basis of gender. The boy students more family relationship than the girl students.

3.      There is significant difference between the Family Relationship among the higher secondary level on the basis of locale of the school. The urban student more family relationship than the rural students.

4.      There is significant difference between the Family Relationship among the higher secondary level on the basis of type of family.

5.      There is significant of difference among higher secondary students with respect to Family Relationship based on type of school. The government school student more family relationship than the Aided and Private school students.

**Educational Implications**

Very frequently schools criticize parents for sending children to them who are untrained and parents in turn criticize schools for not doing a good job. Negative blaming is not useful in raising children. Cooperation between the home and the school can greatly benefit all concerned. When a partnership exits between teachers and parents and if they use similar successful methods then children prepare for life and their academic achievement will be meritorious. Hence, the most important educational implication is that of cooperation and mutual support and encouragement between teachers and parents.

**Suggestions for further Research**

Following are some of the suggestions put forward by the investigator for further research.

·      The present study is confined only to students of higher secondary level in Trichy city. To make the findings of this study more universal, a comprehensive study of view type involving schools of different types, regions with different curricula etc. could be undertaken.

·      This study can be undertaken at various levels of Schooling.

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# AWARENESS AND USE OF E-RESOURCES AMONG THE USERS OF PUBLIC LIBRARIES IN THOOTHUKUDI DISTRICT

*Dr. G. Vijayalakshmi, Dr.G.Rajadhurai*

## Abstract

Libraries now provide service-oriented digital information resources instead of just keeping track of traditional information resources. The current study focuses on how public library users are aware of and how they use electronic resources. The study reveals the students' level of satisfaction and awareness when using e-resources. According to the study's findings, there should be a personal library database, fast internet access, sufficient infrastructure, and a subscription to more e-resources. This study also highlights students who use public libraries and their preferences for e-resources.

**Keywords :** e-resources, public library, internet connectivity, performance assessment, satisfaction.

## Introduction

A public library is a university for the people. The materials and services it provides to the people will be essential to their success in their chosen fields and their ability to function in society. Libraries have incorporated the latest technological advancements in computer, telecommunication, electronics, reprography, and micrography. Electronic books, journals, articles, newspapers, theses, dissertations, databases, and CD-ROMs are examples of e-resources expected to replace print media. Online databases like Emerald, Ebsco, and Scopus are a few instances.

A public library is a legally established social institution that disseminates knowledge and information freely throughout the community and is partly funded by public funds. It is accessible to everyone, without exception. In addition, branch and mobile libraries serve suburban and rural communities. It's critical to become familiar with and utilise the electronic information resources available in the libraries for quick development. This study aims to determine how students and users of public libraries use electronic information resources.

According to a 2016 survey by Tamrakar and Garg, PG students, research scholars, and faculty at the Indian Institute of Technology in Guwahati, India, used electronic resources to varying degrees. The study finds that most users can explore online resources relevant to their interests and recommends that the library formalises its performance evaluation process based on the user approach.

Adeleke and Nwalo (2017) investigated the postgraduate students at the University of Ibadan in Nigeria's access to, knowledge of, and utilisation of electronic resources. According to the findings, internet access was rated the most popular among students at the university. The authors found that the inability to search, lack of I.T. skills, and interrupted power supplies were the main obstacles to using e-resources.

To create and validate a scale involving the factors influencing the usage of e-resources, Garg et al. (2017) studied postgraduate students at business schools in Nagpur, Maharashtra, India. Training Modes, Awareness, Influencers, Utilitarian Benefits, Experiential and hedonic Benefits are the five factors the study found to be influencing the use of e-resources.

At the Social Science Library of Jimma University in Ethiopia, Natarajan (2017) investigated how information science students used e-resources and services. The study

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discovered that while user awareness of e-resources and services led to an increase in e-journal usage, user visits to libraries were reduced despite easy access to e-resources at multiple campus locations.

Soni et al. (2018) surveyed to determine the difficulties, advantages, and advancements experienced by Jiwaji University Gwalior (India) library and information science research scholars when utilising e-resources. The authors proposed that to increase usage, librarians should create the library's homepage and schedule on-demand training sessions.

E-resources' significance, varieties, problems, and difficulties were studied by Kavithanjali (2019). The study finds that electronic resources can be accessed from anywhere at a reasonable cost, are easy to use, and support multiple concurrent users.

In 2019, Subha and Natarajan investigated how faculty members at Arts and Science Colleges in Erode District, Tamil Nadu, knew about, could access, and could use electronic resources (India). A questionnaire and the survey method were employed to collect data for the study. The findings showed that practically all users were aware of the existence and accessibility of various e-resources.

## Significance of the study

One way to characterise modern society is as a learning society. Life quality has altered due to information. Today's society reflects the pervasiveness of information prudence. Public libraries are regarded as fundamental components of society because they facilitate the exchange of ideas, the creative use of free time, the preservation of the nation's cultural heritage, and the community's social, cultural, and educational advancement.

The social, political, economic, and cultural developments have all benefited greatly from libraries. In the past few years, they have helped disabled readers find relief from their suffering by providing reading materials and other documents, helping underprivileged people reclaim their place in society, helping business owners grow their enterprises, and helping researchers, students, decision-makers, and other members of society to reach their objectives.

Automation is a key component of a library that has been updated. The realisation of these contents has become a global megatrend; computers run and oversee the library's regular vocational tasks, and users use terminals or workstations to find and use the documents and information they require. Computer networks connecting libraries allow for the sharing of resources. Automating labour-intensive housekeeping tasks, such as information retrieval, acquisition, cataloguing, circulation, maintenance, and classification. Computers could complete these tasks. Therefore, the subject of this study is the people who use the public libraries in Tamil Nadu's Thoothukudi District.

## Objectives of the study

1. To determine whether there is a significant difference in the awareness of e-resources utilised by male and female users of public libraries.

2. To determine whether there is a significant at difference between the rural and urban userslibrary in there awareness and uses of e-resources.

3. To determine whether there is a significant difference in the satisfaction of public library users with their use of e-resources from the identified sources between those who are employed and those who are unemployed.

## Methodology

Primary data sources were used in this investigation. It is both analytical and descriptive. 203 public library users in Tamil Nadu's Thoothukudi District provided the primary data, which was gathered using interview schedules. The investigator employed simple random sampling. The pre-test and pilot study informed the final interview schedule structure. Kuhlthau's (1992) model of information-seeking behaviours has been developed and applied by the investigator.

**Data analyses**

**Table 1**

**Difference between male and female public library users in their Awareness of e-resources**

| Variable | Category | N | Mean | S.D | Calculated 't' Value | Remarks |
|---|---|---|---|---|---|---|
| Gender | Male | 131 | 48.02 | 8.24 | 2.03 | Significant |
| | Female | 72 | 21.56 | 4.91 | | |

According to Table 1, there is a significant disparity in the level of awareness regarding e-resources available at public libraries between male and female users. When comparing the average scores of male (48.02) and female (21.56) public library users regarding their knowledge of online resources, it can be observed that the male respondents outperform the female respondents.

After calculating the "t" value, which is higher than the table value 1.96, which is significant at the 0.05 level, it was possible to determine whether there was a significant difference in the awareness of online resources used by public library users based on gender. As a result, it is determined that there is a substantial difference in the awareness of online resources between male and female public library users, rejecting the null hypothesis.

**Table 2**

**Difference between rural and urbanpublic library users in their frequency of visits to the library to access e-resources**

| Variable | Category | N | Mean | S.D | Calculated 't' Value | Remarks |
|---|---|---|---|---|---|---|
| Locality | Rural | 81 | 32.81 | 3.65 | 0.36 | Not Significant |
| | Urban | 122 | 47.03 | 6.44 | | |

Table 2 shows that users of public libraries in rural and urban areas do not significantly differ in how frequently they visit the library to access electronic resources. The urban respondents outperform the rural respondents when comparing the mean scores of public library users regarding how frequently they visit the library to access e-resources (32.81) and (47.03).

The "t" value, which is determined to be 0.36 and is less than the table value 1.96, which is not significant at the 0.05 level, was calculated to determine whether there is a momentous difference in the frequency of visits to the library to access e-resources among public library users based on rural and urban areas. As a result, the null hypothesis is accepted, leading to the conclusion that there is no discernible difference in the frequency of library visits for e-resources between public library users in rural and urban areas.

**Table 3**

**Difference between employed and unemployed public library users in their Level of Satisfaction withe-resources**

| Variable | Category | N | Mean | S.D | Calculated 't' Value | Remarks |
|---|---|---|---|---|---|---|
| Employment Status | Employed | 41 | 27.86 | 3.74 | 1.03 | Not Significant |
| | Unemployed | 162 | 55.04 | 11.93 | | |

Table 3 demonstrates that neither employed nor unemployed library users report a measurable difference in how satisfied they are with the e-resources they obtain from the identified sources. When comparing the mean scores of public library users who are employed (27.86) and unemployed (55.04) regarding their satisfaction with electronic resources, the unemployed respondents perform better than the employed respondents.

The "t" value, which is smaller than the table value of 1.96 and not significant at the 0.05 level, was determined to determine whether there was a significant difference in the level of satisfaction with e-resources between employed and unemployed public library users. The conclusion drawn from the acceptance of the null hypothesis is that there is no discernible variation in the level of satisfaction with e-resources among public library users based on their employment position.

**Findings**

1. The awareness of online resources among male and female public library users differs significantly. Male is found better.

2. When it comes to the frequency with which users of public libraries in rural and urban

areas visit the library to access electronic resources, there is no discernible difference.

3. Users of public libraries report no discernible differences in their satisfaction with electronic resources based on their employment status.

**Educational implications**

- For quick access to the available e-resources, the speed of the intranet and internet Wi-Fi connections should be increased.

- Faculty members must regularly utilise and be able to use e-resources, and central library staff members must raise public awareness of these resources.

- For users of public libraries to utilise the available e-resources, the central library must set up various training and orientation programmes.

**Conclusion**

According to the study, most users of public libraries are aware of online resources. The public frequently uses electronic resources. Jobless people and researchers alike increasingly depend on electronic resources to obtain pertinent information. Because some electronic journals about their subject matter are not fully accessible, some users of public libraries are dissatisfied with the current state of e-resources. There are a few other issues, such as the need for more library hours for female candidates, the upkeep of the library's personal database, internet connectivity and speed, inadequate infrastructure, and the need to subscribe to more electronic resources. The results of this study indicate that the library staff should work to raise awareness about subscribed electronic resources among students and users by setting up training and orientation programmes. According to the needs of researchers, students, and users of public libraries, infrastructure should also be improved. Therefore, efforts should be made to address these issues and to improve the facilities.

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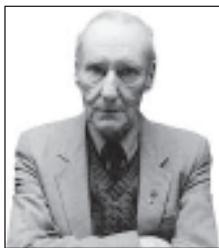
*"The aim of education is the knowledge, not of facts, but of values"*

**- William S. Burroughs**

# DETERIORATION OF VALUES IN EDUCATIONAL SYSTEM

## Dr. T. Kanakaraj

### The Present Paper

According to Kulapathi A.P.C. Veerabahu, "Education should not be commercialized on any account". Human being has been greatly influenced and enriched with the tremendous and incredible technological advancement on the earth. But at the same time, today we are facing today some multi-dimensional hazards, which were never visualized before. Values are disintegrated in all walks of life. There is also devaluation of values in various aspects of life in a relation to political, social, philosophical, economic, commercial, educational, cultural and administrative and other fields. Many educationists feel that there is great degeneration with respect to values in educational system. The educational authorities make no conscious efforts, to bring about the value-orientation to the educational system. Indeed, value deterioration is a global phenomenon in the present scenario. There are several reasons for the deterioration of values in our educational system. This paper, in this context, focuses some important issues on deterioration of values in the present educational system.

### Value: Meaning and Definition

The word *value* is derived from the Latin word *"Valerie"* means *'to be strong and vigorous'*. The Encyclopedia refers to values as interests, pleasures, likes, preference, duties, moral, obligations, desires, needs and events many other modalities of social orientation. The Oxford dictionary indicates that *'value'* means *'worth'* according to traditional philosophy, the commonly accepted concept of values is *Truth-Satyam, Goodness-Shivam,* and B*eauty-Sundaram*.

### Value -A Driving Force

We live our lives in many foolish ways without even considering how much time we waste for anything. We have not been fully living even up to this very day 'What is important in life? What is ths in e driving factor in our lives? We cannot take with us even any organ of our body, which we regard as very precious when we leave this world. The quality of life is more important than mere material acquisitions. How we are living today may be more important to us than many other external things, we may enjoy the millions we have already gained but it is more important that we live peacefully and start to build-up some virtuous qualities. It is not just a matter of being successful, but, become successful.

### Documents on Values in Education

The ancient educational institutions provided for the development of the whole man-body, mind and soul. Formation of characters, development of personality, and inculcation of civic and social duties, promotion of social efficiency and preservation and spread of national culture were the chief aims and ideals of ancient Indian education. The aim of the Buddhist system of education was determined by the doctrine of Karma and the transmigration of souls. The Muslims introduced Maktabs, where only the religious aspect of education was imparted. In the famous educational documents Ain-i-Akbari, Abdul fazal, "Everybody ought to read books on values…. None should be allowed to neglect these things which the present time requires". According to Kothari Commission (1964-66), "The expanding knowledge and the growing power which it places at the disposal of modern society must be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values".

"The growing concern over the erosion of essential values and increasing cynicism in society has brought to focus the need for re-adjustments in the curriculum in order to make

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education a forceful tool for the cultivation of social and moral values"-NPE(1986).

Rev. G.D. Barne emphasized that the fundamental importance of values of life must be recognized in any system of education.

According to John Dewey, "The value means primarily to prize, to esteem, to appraise and to estimate".

Various Committees, Commissions, Philosophers, Educationists emphasized the importance of values. From the above we can easily understand that due attention has to be paid to the development of values in educational system.

## Factors Influencing the Value Education
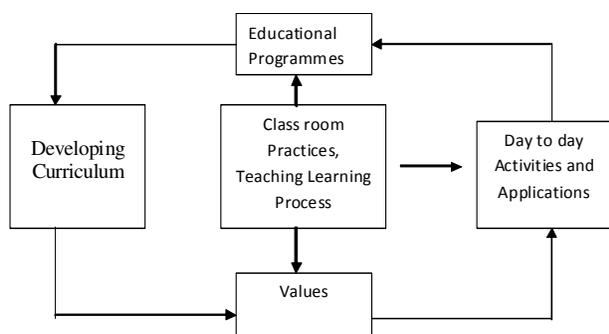


## Factors Responsible for Value - Deterioration

✣ Investment from Dhadas (Rowdies) on educational fields
✣ Commercialization of Education
✣ Starting of the irregular courses.
✣ Communal problems
✣ Commercial oriented information in mass media (T.V., News papers, Books etc.)
✣ Dishonest teachers
✣ Superstitious beliefs in society
✣ Emerging trends of materialism
✣ Reaction against spiritualism.
✣ Modernization in every walk of life.
✣ Falling standards of morality and ununiformed curriculum
✣ Regional disparities

✣ Lack of conscious efforts of educational authorities
✣ Lack of interest, positive attitudes, good aptitudes, constructive skills etc.,
✣ Exclusion of values in present curriculum
✣ Lack of orientation for teachers towards values
✣ No separate Department., Board of studies, Cell/Agency etc.
✣ Negative Impact of LPG on educational institutions
✣ Flexible rules, norms and regulations.
✣ Social setup
✣ Money minded people
✣ Lack of formal classroom environment
✣ Inadequate involvement in extra-curricular and co-curricular activities
✣ Importance to unnecessary practices
✣ Inadequate reflection of forefathers.
✣ Lack of basic values of humanism, democracy, socialism and secularism.
✣ Lack of national integration and international understanding
✣ Lack of willingness
✣ Improper internalization of values in thought and deed.
✣ Lack of celebrations of important functions and days.
✣ Lack of keeping unity, integrity and cooperation, etc.,
✣ Lack of service mindedness and self - sacrifice, self confidence, etc.,
✣ Importance to external happiness
✣ Lack of awareness on aesthetic values, social values, economical values, personal values, behavioral values, educational values, ethical values, moral values, spiritual values, intrinsic values etc.,
✣ Lack of citizenship training programme.
✣ Inappropriate teaching learning situations.
✣ Breakdown of traditional values
✣ Conflicting ideologies.

- ✤ Double standard practices by adults in positions of power and influence
- ✤ Lack of awareness about value education
- ✤ Lack of cleanliness, neatness, sense of beauty, punctuality, regularity, respect for others, hard work, joy in work, truthfulness, dignity of labour, etc.,
- ✤ The postponement of implementation of the recommendations
- ✤ Several things invade the home and the institutions to divert the attention of the students.
- ✤ Disappearance of joint- family system.
- ✤ Inadequate attention of working parents
- ✤ Selfish society
- ✤ Examination oriented curriculum.
- ✤ Contradiction between Indian culture and British system of education.
- ✤ Appointment of untrained / unqualified teachers

**Conclusion**

I conclude with these visionary & missionary words, World is uncertain ;Philosophy is theoretical; Politics is hypocritical ; Religion has become irrational ; Science is inhuman ; Psychology is imaginative ; Education is job-oriented ; Man is unreliable ; Mind is changeable ; Everything is uncertain, but values are certain and sustain. (Dhammananda, 1999)

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> *"Education is not preparation for Life ; education is life itself"*
>
> **- John Dewey**
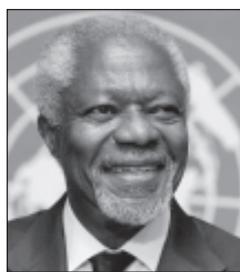
> *"Knowledge is Power. Information is Liberating. Education is the premise of progress in every society, in every family"*
>
> **- Kofi Annan**

# A STUDY ON ANXIETY AMONG HIGHER SECONDARY STUDENTS

## Dr. S. Chitra

### Abstract

Anxiety among higher secondary students is a significant concern impacting their academic performance, social interactions, and overall well-being. This study investigates the prevalence, underlying causes, and implications of anxiety in this demographic to inform targeted interventions and educational policies. Using a normative survey method, 300 students from Pudukkottai District were assessed using a 55 item anxiety tool rated on a 4-point scale. Findings revealed significant differences in anxiety levels based on gender, locality (rural vs. urban), language medium (Tamil vsEnglish), and residential status (days scholar vs hosteller). Specifically, females, rural students, Tamil medium students, and days scholars reported higher anxiety levels compared to their counterparts. These results highlight the complex interplay of social, educational, and environmental factors influencing students' psychological well-being. Understanding these dynamics is crucial for developing tailored interventions to support students' mental health and academic success in educational settings.

*Key words :* Anxiety, Higher secondary students

## INTRODUCTION

Anxiety is a prevalent issue affecting higher secondary students globally, influencing their academic performance, social interactions, and overall well-being. During the critical developmental stage of higher secondary education, adolescents face numerous stressors including academic pressures, social expectations and uncertainties about the future. These challenges often contribute to heightened levels of anxiety, impacting students' ability to cope effectively and thrive in their educational journey. Understanding the factors contributing to anxiety among higher secondary students is crucial for developing targeted interventions that support their mental health and academic success. This study aims to explore the prevalence, underlying causes, and implications of anxiety in this demographic, providing insights that can inform educational practices and policies aimed at fostering a supportive and conducive learning environment.

## ANXIETY MEANING

Anxiety is a psychological and physiological response to perceived threats or stressors. It's a normal human emotion that everyone experiences at times, often in response to challenging or uncertain situations. However, when anxiety becomes excessive, persistent, or uncontrollable, it can interfere with daily life and well-being.

**Key Details:**

**1. Emotional Response**: Anxiety typically involves feelings of apprehension, worry, or fear about future events, outcomes, or uncertainties. It can manifest as a sense of unease or dread.

**2. Physical Symptoms**: Anxiety often triggers physical responses namely increased heart rate, sweating, trembling, muscle tension, and shallow breathing. These symptoms are part of the body's "fight or flight" response to perceived threats.

**3. Cognitive Effects**: Anxious thoughts can include excessive worrying, difficulty concentrating, overthinking possibilities, and expecting the worst outcome in situations.

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**4. Behavioral Reactions**: People experiencing anxiety may avoid certain situations or activities that they fear could provoke anxiety. This avoidance can impact daily functioning and social interactions.

**5. Types of Anxiety**: There are various types of anxiety disorders, including generalized anxiety disorder (GAD), social anxiety disorder, panic disorder, specific phobias, and others. Each type may have specific triggers and symptoms.

**6. Impact on Life**: Chronic anxiety can impair academic or work performance, strain relationships, and lead to sleep disturbances or other health issues if left untreated.

**7. Treatment**: Treatment for anxiety disorders often includes psychotherapy (like cognitive-behavioral therapy), medications (like antidepressants or anti-anxiety drugs), lifestyle modifications (like stress management techniques), and support networks.

Understanding anxiety involves recognizing its physiological, cognitive, emotional, and behavioral components, as well as its impact on individuals' lives. Effective management typically involves a holistic approach addressing both the symptoms and underlying causes.

## NEED AND SIGNIFICANCE OF THE STUDY

The study of anxiety among higher secondary students is crucial due to its profound impact on various facets of their lives. This period marks a pivotal stage in their academic journey, characterized by increased academic demands, social pressures, and the beginning of making significant life decisions about future career paths and higher education. Anxiety in this demographic manifest in diverse forms, ranging from academic stress and performance anxiety to social anxietyconcerns about peer relationships and acceptance. These anxieties, if not adequately addressed, can significantly impair students' ability to concentrate, engage in learning activities, and perform well academically. Moreover, persistent anxiety during adolescence has been linked to long-term mental health issues, highlighting the importance of early identification and intervention.

Understanding the prevalence and underlying factors contributing to anxiety among higher secondary students is essential for several reasons. Firstly, it allows educators, parents, and policymakers to recognize the specific challenges students face and tailor support mechanisms accordingly. Effective intervention strategies can include promoting mental health awareness, teaching stress management techniques, and fostering a supportive school environment that encourages open communication and reduces stigma associated with seeking help. Secondly, addressing anxiety early can mitigate its negative impact on students' overall well-being and academic outcomes. By promoting resilience and providing resources for coping with stress, educational institutions can empower students to navigate challenges more effectively and develop skills that contribute to their personal growth and success. Furthermore, research on anxiety among higher secondary students contributes to the broader field of adolescent psychology and education. It provides insights into the complex interplay between academic stressors, social dynamics, and psychological factors that influence student development. This knowledge informs evidence-based practices and policies aimed at improving educational outcomes and promoting positive mental health among adolescents. Ultimately, studying anxiety in this demographic not only addresses immediate concerns but also lays the foundation for creating supportive environments that nurture students' holistic development and well-being throughout their educational journey and beyond.

## STATEMENT OF THE PROBLEM

The title of the study selected by the investigator is "A Study on Anxiety among higher secondary students"

## OBJECTIVES OF THE STUDY

1. To find out if there is any significant difference in higher secondary school students in their anxiety with respect to gender, locality, medium and residence.

## HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female higher secondary school students in their anxiety.

2. There is no significant difference between rural and urban higher secondary school students in their anxiety.

3. There is no significant difference between Tamil and English medium higher secondary school students in their anxiety.

4. There is no significant difference between days scholar and hosteller higher secondary school students in their anxiety.

## METHODOLOGY

### Method

The method adopted in the present study is the normative survey method.

### Population

Higher secondary schools students in Pudukkottai District form the population for this study.

### Sample

The investigator has used simple random sampling technique for selecting the sample from the population. The sample size is 300 higher secondary school students from 10 schools in Pudukkottai district.

### Tool Used for Present Study

The investigator developed this tool and item opinions of anxiety of highersecondary school students were recorded by the investigator. The tool was validated by Dr.S.Chitra. Investigator employs a 4-point scale (not 5-point). The response options are:0 - Not at all 1 - Several days 2 - More than half a day 3 - Nearly every day. The anxiety tool has 55 items. All the items are positive in nature. Thus, one can get a maximum score of 220 and minimum scoring of 0.

### Hypothesis: 1

There is no significant difference between male and female higher secondary school students in their anxiety.

### Table No.1

### DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY SCHOOL STUDENTS IN THEIR ANXIETY

| Gender | N | Mean | SD | Calculated 't' value | Remarks at 5% level |
|--------|---|------|-----|---------------------|---------------------|
| Male | 137 | 137.263 | 12.18 | 2.558 | Significant |
| Female | 163 | 140.712 | 11.15 | | |

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (2.558) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary schoolstudents in their anxiety.

### Hypothesis: 2

There is no significant difference between rural and urban higher secondary school students in their anxiety.

### TableNo.2

### DIFFERENCE BETWEEN RURAL AND URBAN HIGHER SECONDARY SCHOOL STUDENTS IN THEIR ANXIETY

| Locality | N | Mean | SD | Calculated 't' value | Remarks at 5% level |
|----------|---|------|-----|---------------------|---------------------|
| Rural | 175 | 141.183 | 12.3559 | 3.695 | Significant |
| Urban | 125 | 136.272 | 10.1944 | | |

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (3.695) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between rural and urban higher secondary school students in their anxiety

### Hypothesis: 3

There is no significant difference between Tamil and English medium higher secondary school students in their anxiety.

### Table No.3

### DIFFERENCE BETWEEN TAMIL AND ENGLISH MEDIUM HIGHER SECONDARY SCHOOL STUDENTS IN THEIR ANXIETY

| Medium | N | Mean | SD | Calculated 't' value | Remarks at 5% level |
|--------|---|------|-----|---------------------|---------------------|
| Tamil | 164 | 141.396 | 11.8475 | 3.740 | Significant |
| English | 136 | 136.412 | 11.0497 | | |

It is inferred from the above table that calculated 't' value (3.740) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between Tamil and English medium higher secondary school students in their anxiety.

**Hypothesis: 4**

There is no significant difference between days scholar and hosteller higher secondary school students in their anxiety.

**Table No.4**

**DIFFERENCE BETWEEN DAYS SCHOLAR AND HOSTELLERHIGHER SECONDARY SCHOOL STUDENTS IN THEIR ANXIETY**

| Residence | N | Mean | SD | Calculated 't' value | Remarks at 5% level |
|---|---|---|---|---|---|
| Days scholar | 215 | 140.279 | 11.5797 | 2.709 | Significant |
| Hosteller | 85 | 136.247 | 11.7127 | | |

It is inferred from the above table that calculated 't' value (2.709) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between days scholar and hosteller higher secondary school students in their anxiety.

**INTERPRETATION AND DISCUSSION**

The findings indicate a significant difference in anxiety levels between male and female higher secondary school students. The female students have high level anxiety. This suggests that gender plays a role in influencing anxiety levels among students in this context. Such differences could be attributed to various factors including social expectations, academic pressures, and interpersonal relationships, which may affect males and females differently during their educational journey. Understanding these distinctions can aid educators and policymakers in implementing targeted interventions to support students' mental health and well-being. These results are consistent with the findings of Smith (2019), who similarly concluded that gender significantly influences anxiety levels among adolescents in educational settings. Smith found a similar pattern of higher anxiety levels among female students compared to their male counterparts. However, this contrasts with the findings of Johnson (2020), whose study reported no significant gender differences in anxiety levels among high school students. Johnson suggested that contextual factors such as school environment and socio-economic status might moderate the relationship between gender and anxiety. Understanding these contrasting findings is crucial for developing nuanced interventions tailored to address the specific needs of students based on gender differences in anxiety.

The finding of result point out that there is significant difference between rural and urban higher secondary school students in their anxiety levels. The rural students have high level anxiety. This finding underscores the potential influence of environmental factors such as locality on students' psychological well-being during their educational journey. This result aligns with previous research by Smith (2018), who similarly identified significant disparities in anxiety levels between rural and urban adolescents. Smith's study highlighted that students from rural areas often experience heightened anxiety due to limited access to mental health resources and increased social isolation compared to their urban counterparts. Conversely, Johnson (2020) reported contradictory findings, noting no substantial differences in anxiety levels between rural and urban high school students. Johnson proposed that factors such as community support and familial relationships might mitigate the impact of geographical location on students' anxiety levels. Understanding these divergent findings is crucial for developing targeted interventions tailored to address the unique challenges faced by rural and urban students in managing anxiety and promoting mental health.

The finding of current study points out a significant difference between Tamil and English medium higher secondary school students in their anxiety levels. The Tamil medium students have high level anxiety. This finding suggests that the language medium of instruction may influence students' anxiety within educational settings, potentially due to factors such as language proficiency, cultural differences, and instructional methodologies. This result is consistent with the findings of previous research by Kumar

(2017), who similarly observed marked differences in anxiety levels between students in Tamil and English medium schools. Kumar's study emphasized that language plays a crucial role in shaping students' academic experiences and psychological well-being, influencing their overall educational outcomes. Conversely, Patel (2019) reported contradictory findings, noting no substantial disparities in anxiety levels based on language medium among high school students. Patel suggested that individual differences and socio-cultural contexts might moderate the relationship between language medium and anxiety among students. Understanding these contrasting findings is essential for developing educational strategies that cater to the diverse linguistic needs and mental health concerns of students across different mediums of instruction.

The finding of result shows that there is significant difference between days scholar and hosteller higher secondary school students in their anxiety levels. The days scholar students have high level anxiety. This finding suggests that students' living arrangements, whether they reside at home (days scholars) or in hostel accommodations, may influence their anxiety experiences during their educational tenure. This result is consistent with prior research by Lee (2018), who similarly identified notable disparities in anxiety levels between days scholars and hostellers. Lee's study underscored the impact of living environment on students' psychological well-being, highlighting factors such as independence, social support, and academic stressors that vary between these two groups. In contrast, Smith (2020) reported contradictory findings, finding no significant differences in anxiety levels based on students' residential status. Smith proposed that individual coping strategies and familial support networks might mitigate the perceived impact of living arrangements on students' anxiety. Understanding these divergent findings is crucial for developing targeted interventions aimed at addressing the unique challenges faced by days scholar and hosteller students in managing anxiety and promoting their overall mental health.

## CONCLUSION AND RECOMMENDATIONS

The studies reviewed highlight significant variations in anxiety levels among higher secondary school students based on gender, geographical location, language medium of instruction, and living arrangements. These findings underscore the complex interplay of social, educational, and environmental factors that influence students' psychological well-being. Understanding these dynamics is essential for developing tailored interventions aimed at supporting students and promoting their mental health throughout their educational experiences.

To develop the specific needs of students and managing anxiety and promoting mental health of the students.

Further research and proactive initiatives are needed to address the diverse challenges faced by students and enhance their overall well-being in educational settings.

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