NVKS
Educational Abstracts
2013-2014

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ATTOOR, KANYAKUMARI - 629 191.
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N.V.K.S.D. Research Abstracts

M.Ed Research Abstracts (2013-2014)

Ajitha, Helan.S (2014). **Prosocial behaviour of pre-school children - An observational study on five years old.** Master's thesis. (Guide : Dr. Sreelatha.S).

Objectives: i) The major objectives of this study are the following. i). To study the level of prosocial behaviour of pre-school children. ii). To study the prevalent type of prosocial behaviour exhibited by the pre-school children. iii). To compare the prosocial behaviour and its dimensions of pre-school children with respect to the background variables namely gender, community, type of family, order of birth, number of children in family and mother's employment. **Sample:** The Sample consisted of 120 pre-school children in Kanyakumari district. **Method :** Normative survey method was adopted. **Tools used :** i). Prosocial behaviour checklist (Ajitha& Sreelatha,2014). **Statistical techniques:** Percentage, Arithmetic mean, SD, t test. **Findings:** i) Majority of pre-school children did not exhibit prosocial behaviour. ii) Majority of pre-school children did not exhibit helping, caring, comforting and co-operation. ii) Gender, community, type of family, order of birth, number of children in family and mother's employment had no influence in sharing and helping of the pre-school children. iv) Gender and number of children in family had influence in their caring of the pre-school children. v) Community, type of family, order of birth and mother's employment has no influence in their caring of the pre-school children.vi) Gender, community, type of family, order of birth and mother's employment had no influence in their comforting of the pre-school children. vii) Number of children in family has influence in their comforting of the pre-school children. viii) Gender, type of family, order of birth and mother's employment had no influence in their co-operation behaviour of the pre-school children. 9) Community and number of children in family had influence in the co-operation behaviour of the pre-school children.

Ajitha,C.(2014). **Emotional Maturity and Social Intelligence among Prospective Teachers.** Master's thesis. (Guide:Mr. Pavithra Kumar V.S).

... study the level of Emotional Maturity and Social Intelligence of Prospective teachers. ii) To compare the mean scores of Emotional Maturity and Social Intelligence of prospective teachers based on the background variables namely gender, subject, locality, religion, community, parents education qualification. iii) To study the correlation between Emotional maturity and social intelligence of prospective teachers based on total sample and sub sample. **Method** : Normative survey method was adopted; **Sample** : Sample consisted of 400 prospective teachers. **Tools used :** i)Emotional Maturity Scale (Sathiya and Deepa,2013). ii)Social Intelligence Scale(Chadha,2009). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson product moment method of correlation. **Findings:**i) Significant difference was noted in the mean scores of emotional maturity of prospective teachers based on gender, subject, locality, religion, community, parents Educational qualification. ii)Significant difference was noted in the mean scores of social intelligence of prospective teachers based on gender, subject, locality, religion, community and parents Educational qulification. iii) No significant correlation between Emotional maturity and social intelligence of prospective teachers .

Akila.C.(2014). **Awareness and attitude towards inclusive education of prospective teachers.** Master's thesis. (Guide :Mr. Prasad.P.S).

Objectives:i)To study the level of awareness and attitude of prospective teachers towards inclusive education. ii) To compare the mean scores of awareness and attitude towards inclusive Education of prospective teachers with respect to background variables namely gender, locality, marital status religion, community, type of management and educational qualification. iii) To study whether there is any significant correlation between Inclusive education Awareness and attitude towards inclusive education prospective teachers. **Method:** Normative survey method was adopted. **Sample:** The Sample consisted of 400 prospective teachers studying in various colleges of Education in Kanyakumari District. **Tools used :** i) Inclusive Education Awareness Test(Akila&Prasad,2014). ii) Attitude scale on Inclusive Education(Bency&Prasad,2010). **Statistical techniques:** Percentage, Arithmetic Mean, SD, t test, ANOVA and Pearson product moment method of Correlation.

Findings : i) Prospective teachers possessed average level of inclusive education awareness. ii) Gender and Educational qualification had influence on Inclusive education awareness of prospective teachers. iii) Locale, religion. Community, marital status and type of management had no influence on Inclusive education awareness of prospective teachers. iv) Locale , Marital status, community, and type of management had influence on attitude towards inclusive education of prospective teachers. v) Religion and Educational qualifications had no influence on attitude towards inclusive education of prospective teacher. Significant correlation between awareness and attitude towards inclusive educations was noted.

Akila.M.S .(2014). **Effectiveness of Concept Mapping in learning Mathematics among the ninth standard students Kanyakumari District.** Master's Thesies .(Guide: Mr.Bright.C).

Objectives : Effectiveness of Concept Mapping in learning Mathematics among the ninth standard students. **Method:** Non equivalent Pre-test Post test design. **Sample:** The sample consisted of 72 students from ninth standards. **Tools used:** Lesson transcripts based on Concept Mapping and Achievement test. **Statistical techniques:** t test and ANCOVA. **Findings:** i) Comparison of achievement in learning Mathematics scores under experimental group and conventional group using analysis of co-variance showed that the concept mapping method is significantly superior to conventional method with regard to achievement scores in learning Mathematics so the Concept mapping method is an effective method in learning Mathematics.

Asha.(2014). **Health Awareness among higher secondary students in Kanyakumari District.** Master's thesis. (Guide: Dr. Mini Kumari .V.S).

Objectives: i) To study the level of Health awareness of higher secondary students. ii) To find out whether there is any significant difference in the mean scores of Health awareness of higher secondary students students with respect to the background variables namely gender, locality, type of management, religion and Education qualification of parents.

Method: Normative survey method was adopted. Sample: The Sample consisted of 400 eleventh standard students from Kanyakumari district. Tools used : Health Awareness Test (Asha & Mini,2014). Statistical techniques: Mean, SD, t test and ANOVA. Findings: i) Majority of higher secondary students had moderate level of Health Awareness. ii) Significant difference had noted in the mean scores of health awareness of higher secondary students based on gender, locality, type of management , religion, and educational qualification of parents iii) No significant difference was noted in the mean scores of health awareness of higher secondary students based on community .

Aswathy, Kumari .V.P .(2014). **Social Attitude And School Environment Among High School Students.** Master's thesis. (Guide :Mr. Gireesh Kumar.K).

Objectives: i) To study the level of social attitude and school environment of high school students. ii) To compare the mean score of social attitude and school environment of high school students based on gender, religion, and locale, type of school, parental occupation parental qualification and medium of instruction. iii) To study whether there any significant correlation between social attitude and school environment high school students for the total sample and sub sample. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 high school students in Kanyakumari district. **Tools used:** i) Social attitude (Sandhya & Krishna,1999). ii) School environment inventory (Aswathy & Gireesh, 2014). **Findings:** i) Religion, local , type of school, parental occupation, education qualification of parents and medium of instruction were significant factors in the social attitude of high school students. ii) Gender, religion, and locale, parental qualification had influence in the school environment of high school students. iii) There is significant relationship between social attitude and school environment of high school students.

Babu, Cini.V.R. (2014). **Life Skills And Self Concept Of Adolescents In Kanyakumari District.** Master's Thesis. (Guide: Dr. Deepa.R.P).

Objectives: i) To find out whether there is any significant difference in the mean scores of life skills and self concept of adolescents based on selected background variable. **Method:** Normative survey method was used. **Sample** : The sample of 400 adolescents who belonged to age group of 13 to 18 were selected from different schools in Kanyakumari distict of Tamil Nadu. **Tools used:** Life Skills inventory (Suji & Deepa,2013) and self concept inventory (Evangelin&Deepa,2009). **Statistical Techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i) A considerable proportion of the adolescents possessed moderate level of life skills and self concept. Gender, religion, qualification of parents, occupation of the mother and medium of instruction had medium influence on the life skills of adolescents. ii) Age, occupation of father, type of family, locality of residence, locality of school, type of management had no influence on the life skills of adolescents. iii) Gender, religion, qualification of parents, occupation of parents and medium of instruction had influence on the self concept of adolescents while age, type of family, locality of residence, locality of school, type of school and type of management had no influence on the self concept of adolescents. iv) Positive significant correlation was noted between life skill and self concept of adolescents

Banasir, Nabisha. D.(2014).**Attitude towards mathematics and problem solving ability – A study on higher secondary students.** Master's thesis. (Guide :Mr.Prassad.V.S).

Objectives: i) To study the level of attitude towards Mathematicts and problem solving ability of higher secondary students. ii) To find out the significant difference in the mean scores of attitude towards Mathematicts and problem solving ability of higher secondary students with respect to the background variables namely gender, locale, type of management, religion ,community. **Sample:** The sample of 400 higher secondary students **Method :** Normative survey method was adopted. **Tools Used :** i) Mathematical Attitude Scale (Banasir&Prasad,2014). ii) Problem Solving Ability Test (Sandanandan& Deepa,2011). **Statistical techniques :** Mean, percentage, SD, t test, ANOVA and product moment method of correlation. **Findings:** 1)Higher secondary students possessed moderate level of Attitude towards mathematics and problem solving ability. ii) Gender and locale

had no influence on Attitude towards Mathematics and problem solving ability. iii) Type of management, religion and community had influence on Attitude towards Mathematics and problem solving ability. iv) Significant positive correlation between Attitude towards Mathematics and problem solving ability of higher secondary students was noted.

Bose, Subin. I. (2014). **Attitude of high school students towards computer based learning in Science**. Master's thesis. (Guide :Mr. Gireesh Kumar.K).

Objectives: i) To study the level of attitude of high school students towards Computer Based Learning in Science. 2) To find out the significant difference in the mean scores of attitude of high school students towards Computer Based Learning in Science with respect to the background variable namely Gender, Locality, Religion, Community, Type of school, Educational qualification of parents, Occupational status of parents and Type of family. **Method:** Normative survey method was adopted. **Sample:** The Sample consisted of 400 high school students. **Tools used:** Computer Based Learning in Science attitude scale (Bose & Gireesh.2014). **Statistical techniques:** Mean, SD, t test, ANOVA. **Findings:** i)Majority of the high school students have slightly favorable attitude towards computer based learning in Science. ii) Gender, Locality, Religion and Type of school have significant difference on the attitude towards computer based learning in Science. iii)Community has no significant difference on the attitude towards computer based learning in science.

Christy. Hepsibai .H(2014).**Problems faced by Tamil Medium Students in Professional Courses**. Master's thesis. (Guide :Dr. Praveen Kumar.S).

Objectives: i) To study the level of problems faced by Tamil medium students in professional courses. ii) To compare the mean scores of problems faced by Tamil medium students in professional courses with respect to the background variables namely gender, locality and religion. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 professional college students in Kanyakumari District. **Tools used:** Problems Check list (Christy&Praveen,2014). **Statistical techniques:** Percentage

analysis, Arithmetic mean, Standard Deviation, t test, ANOVA. **Findings : i)** There is significant difference in the mean scores of Tamil medium students in their problems in professional courses based on gender and religion. ii) There is no significant difference in the mean scores of Tamil medium students of rural and urban locality in their problems in professional courses .

Jessia,Glarin.T. (2014). **Effectiveness of Inductive Thinking Model in Learning Mathematics among Eighth standard students in Kanyakumari district**. Master's thesis.(Guide: Mr.Bright.C).

Objectives: To study the Effectiveness of Inductive Thinking Model in Learning Mathematics among Eighth standard students. **Method:** Non equivalent Pre-test Post test design. **Sample:** The sample of 72 students from eighth standard. **Tools used:** Lesson transcripts based on Inductive Thinking Model and Achievement test. **Statistical techniques:** Mean, SD, t test t test and ANCOVA. **Findings:** i) Experimental and conventional groups show significant difference in their achievement in learning Mathematics at post-test level which indicated that Inductive thinking Model is an effective method to learning Mathematics at post test was noted for sub samples also.

Jimi.I.B.(2014).**Perception Of Prospective Teachers Towards The Utility Of ICT In Teaching-Learning Process In Kanyakumari District**. Master's thesis. (Guide: Mrs.BinbhuGouri.V.P).

Objectives: i) To study the perception of prospective teachers towards the utility of ICT in teaching-learning process. ii) To study the significant difference, in the mean scores of perception of prospective teachers towards the utility of ICT in teaching-learning process based on a)Age b)gender c)locality d)religion e) Type of management f)Optional subject g) Computer knowledge h) Educational qualification and i) Family monthly income. **Method:** Normative survey method was adopted. **Sample:** The sample cosisted of 400 prospective teachers from KanyaKumari District. **Tools used:** ICT perception inventory (Jimi & Gouri,2014). **Statistical Techniques:** Arithmetic mean, SD, t test, ANOVA

followed by Scheff procedure and Pearson's product moment method of correlation. **Findings:** i)There exists significant difference in the mean scores of perception of prospective teachers towards the utility of ICT in teaching-learning process based on their a) age b)religion c) type of management d) optional subjects e) educational qualification ii)There exists no significant difference in the mean scores of perception of prospective teachers towards the utility of ICT in teaching-learning process based on their a)gender b) locality c) computer knowledge and d)monthly income.

Joshina, K.T.(2014).**Effectiveness of CAI in learning English grammar –A study on eighth standard students of kanyakumari district.** Master's thesis.(Guide: Mr.Bright.C)

Objectives: To study the effectiveness of CAI in learning English Grammer of eighth standard students. **Method:** Non equivalent Pre-test post-test design. **Sample:** The sample consisted of 70 students from eighth standards. **Tools used:** Lesson transcripts based on CAI for English grammar and Achievement test **Statistical Techniques:** Mean, SD, t test, ANOVA and ANCOVA. **Findings:** i) Experimental Group and Conventional Group shows significant differences in their achievement in learning English Grammar at post-test level. ii) It is evident that there is significant difference between experimental and conventional group in their achievement in English Grammar at post-test level was noted for sub samples also.

Kala, Krishna. (2014). **Frustration Tolerance and self esteem among high school students.** Master's thesis. (Guide: Mr. Pavithra Kumar V.S).

Objectives: i) To study the level of Frustration Tolerance and self esteem among high school students. 2) To compare the mean scores of Frustration Tolerance and self esteem with respect to background variables namely gender, locality , community, religion, medium of instruction , type of school management and type of family. iii) To study whether there is any significant correlation between Frustration Tolerance and self esteem of high school students. **Method :** Normative survey method was adopted. **Sample:** The Sample consisted of 400 high school students from Kanyakumari district. **Tool used**

i).Frustration Tolerance scale (Mukundan & Sunada,1998).ii) self esteem inventory (Suja & prassad,2008).**Statistical techniques:** Mean, SD, t test, ANOVA and Pearson product moment method of correlation. **Findings:** i)Majority of high school students have moderate level of Frustration Tolerance and self esteem. ii) Significant difference was noted in the mean scores of Frustration Tolerance of high school students based on locality, community, type of family and medium of instruction but no significant difference was noted in the mean scores of Frustration Tolerance of high school students based on gender and type of management. iii) Significant difference was noted in the mean scores of self esteem of high school students based on locality, community, type of family and religion but no significant difference was noted in the mean scores of self esteem of high school students based on gender, type of management, religion, and medium of instruction. iv) No significant correlation between Frustration Tolerance and self esteem among high school students was noted.

Karthick.(2014). **Socio-emotional problems of orphan and non orphan adolescent students.** Master's thesis. (Guide: Mrs.BinduGouri.V.P.).

Objectives: i) To compare the socio emotional problems of orphan and non orphan adolescent students and sub samples namely a) orphan and non orphan boys b) orphan and non orphan girls c) rural orphan and non orphan adolescents d) urban orphan and non orphan adolescents e) adolescent orphans and non orphans studying in different types of schools f) adolescent orphans and non orphans based on the numbers of siblings. **Sample** : The sample consisted of 200 orphan adolescents and 200 non orphan adolescents in Kanyakumari district. **Method :** Normative survey method was adopted. **Tools used:** Socio- emotional problem inventory (Karthik& Gouri,2014). **Statistical techniques :** Arithmetic mean, SD and t-test. **Findings:** i) No significant difference was noted in the socio-emotional problems of orphan and non-orphan adolescent students and for all the sub samples selected.

Objectives: i) To find out the level of perception of college students towards ... change. ii). To compare the mean scores of the perception of college students towar... social change with respect to the background variables namely Gender, Locale, Religio... Community, Type of institution and Group of studies. **Method:** Normative survey meth... was adopted. **Sample :** The sample for the present study consisted of 400 students studyi... in various Arts and Science colleges of kanyakumari district. **Tool used :** Social Chan... Perception Scale (Suresh & Gireesh ,2014). **Statistical techniques:** Mean, SD, t test an... ANOVA. **Findings:** i. Majority of the college students have slightly favorable percepti... towards social change. ii. Gender, Locality, Religion and Community has significan... difference in perception towards social change of college students. iii. Type of institutio... and subject of study had no significant difference on perception towards social change o... college students was noted.

Kumari, Vijaya .S.(2011). **E-waste management awareness of prospective teachers...**
Master's thesis. (Guide Dr.Minikumari.V.S).

Objectives: i).To study the E-Waste Management Awareness of prospective Teachers.ii.To find out whether there is any significant difference in the E-Waste Management Awareness scores of prospective teachers with respect to the background variables namely gender, local, age, community, type of management, subject and educational qualification. **Method:** Normative survey method was adopted. **Sample :**The sample consisted of 420 prospective teachers from Kanyakumari and Tiruneveli districts. **Tools used :** E-Waste Management Awareness Test (Vijaya & Mini, 2014). **Statistical Techniques:** Mean, SD, t test and ANOVA. **Findings:** i. The prospective teachers have low E-Waste Management ii).There is significant difference between a) male and female b) prospective teachers of different age groups c) graduate and post graduate prospective teachers in their E-waste Management Awareness. iii) No significant difference was noted between married and

unmarried prospective teachers b) rural and urban prospective teachers c) Arts and Science subjects in their E-waste Management Awareness.

Lekshmi, Thanka.(2014). **A study on learning difficulties in social studies among high school students.** Master's thesis. (Guide : Dr. Praveen Kumar. S).

Objectives: 1) To study the level of learning difficulties in social studies of high school students. 2) To compare the mean scores of learning difficulties in social studies of high school students with respect to the background variables namely gender, locale, religion, type of management of school. **Sample :** The Sample consisted of 400 high school students in Kanyakumari district of Tamil Nadu. **Method :** Normative survey method was adopted. **Tools used :** i) Social Studies Learning Difficulty Questionnaire (Lekshmi & Praveen,2014). **Statistical techniques:** Mean, SD and t test. **Findings:** i)There is no significant difference in the mean scores of learning difficulties in social studies of ninth standard (a) male and female students (b)rural and urban and (c)Hindu, Christian and Muslim students. (d)There is a significant difference in the mean scores of learning difficulties in social studies of ninth standard students studying in Government, Aided and Un-aided school students.

Malar, Santhosh Amala.(2014). **Relationship between study habits and academic stress of high school students.** Master's thesis. (Guide: Dr. Mini Kumari .V.S).

Objectives : i) To study the level of academic stress and study habits of high school students. ii) To find out whether there is any significant difference in the study habits and academic stress of high school students with respect to the background variables namely a) gender b) locality c) type of management d) religion and e) Education qualification of parents. **Method:** Normative survey method was adopted. **Sample :**The Sample consisted of 400 high school students from Kanyakumari district. **Tools used :** i) Academic Stress Scale (Manju & Minikumari,2012). ii) Study Habit Inventory (Asha&Mukundan,2003). **Statistical techniques :** Mean, SD, t test, ANOVA and Pearson product moment method of correlation. **Findings:** i) High school students have low academic stress. ii) Majority

of high school students possessed moderate level of study habit . iii) Significant difference was noted in the mean scores of academic stress of high school students based on gender, type of management and religion and no significant difference was noted in the mean scores of academic stress of high school students based on locality and Education qualification of parents. iv) Significant difference was noted in the mean scores of study habit of high school students based on gender, type of management and Education qualification of fathers but, no significant difference was noted in the mean scores of study habit of high school students based on locality and Education qualification of mothers. v) Significant correlation between study habits and academic stress of high school students was noted.

Manju. T. (2014).**Leadership Behaviour And Personality Traits Of High School Teachers in Kanyakumari District.** Master's Thesis .(Guide: Mrs. Devika.S)

Objectives: i) To study the leadership behaviour and personality traits of high school teachers. ii) To compare the mean scores of leadership behaviour and personality traits of high school teachers with respect to the background variables namely a)gender, b)locale c)educational qualifications d)experience and e)type of management iii) To study whether there is any significant correlation between leadership behaviour and personality traits of High school teachers. **Method :** Normative survey method was adopted. **Samples:** The sample consisted of 400 high school teachers of various schools in kanyakumari district. **Tools used:** 1) Leadership behaviour Scale(Manju & Devika,2014). 2) Personality Inventory (Sindhu & Sreelatha,2011). **Statistical Techniques** :Arithmetic mean, SD, t test, and ANOVA followed by Scheff Procedure, Pearson Product moment of correlation method. **Findings:** i) There existed no significant difference between a)male and female b) UG and PG high school teachers in their leadership behavior. ii) There existed significant difference between the a)rural and urban b) government, aided and unaided high school teachers in their leadership behaviour. iii) There existed no significant difference between a) male and female b) rural and urban c) the UG and PG high school teachers in their personality traits.

Manjusha. G.S (2014). **Plastic pollution awareness among higher secondry school students.** Master's thesis. (Guide: Mrs.BinduGowri.V.P.).

Objectivies : To find out the significant difference if any in the plastic pollution awareness among higher secondary students with respect to background variables namely Gender, Locale, Type of management, religion, and monthly income of parents. **Method:** Normative survey method was adopted. **Sample :** The sample consisted of 400 higher secondary students studying in different schools of the Kannyakumarai district. **Tools used :** Plastic pollution awareness test (Manjusha&Gouri,2014). **Statistical techniques:** Arithmetic mean ,SD, t test and ANOVA. **Findings : i)** Significant difference was noted in the students in their plastic pollution awareness of higher secondary students based on a) gender b) locality and c)monthly income of parents . ii) No significant difference was noted in plastic pollution awareness of higher secondary students based on a) type of management and b) religion.

Mary, Laila. (2014). **Attitude towards social change of higher secondary school students.** Master's thesis. (Guide: Mr. Devika.S).

Objectives: i) To compare the mean scores of Attitude towards social change of higher secondary school students with respect to the background variables namely gender, locality, community , type of school management and type of school. **Method:** Normative survey method was adopted: **Sample :** The Sample consisted of 400 higher secondary students from kanyakumari district. **Tools used :** Social Change Scale (Laila and Devika,2014). **Statistical techniques:** Mean ,SD, t test, ANOVA and Pearson product moment method of correlation. **Findings:** Significant difference was noted in the mean scores of Attitude towards social change of higher secondary school students based on gender, locality, community, type of school management, and type of school.

Meena, R. S. (2014). **A study on waste management awareness of high school students in kanyakumari district.** Master's thesis (Guide:Dr.Praveen Kumar,S).

Objectives: i) To compare the mean scores of waste management awareness with respect to the background variables namely a) gender b) locality c) type of school and d)religion. **Method:** Normative survey method was adopted. **Sample:** The sample for the study consisted of 400 high school students in Kanyakumari District. **Tools used:** i) Waste Management Awareness Test (Meena & Praveen,2014). **Statistical techniques:** Percentage Analysis, Arithmetic Mean, SD and t test. **Findings:** i) There is significant difference in the mean scores of waste management awareness of a) Male and Female b) Rural and Urban c) Government and Private high school students. ii) There is no significant difference in the mean scores of waste management awareness of Hindu, Christian and Muslim high school students.

Mini M (2014). **Home Environment And Mental Health Status Of Adolescents.** Master's Thesis (Guide: Mr.Pavithra Kumar,V.S).

Objectives: i)To study the level of Home environment and mental health status of adolescents. ii)To compare the means scores of home environment of adolescents based on the background variables, gender, locale, community, type of institution, parental educational qualification, monthly income of family, parents occupation and birth order.iii)To study the correlation between home environment and mental health status of adolescents. **Method:** Normative survey method was adopted. **Sample:**The sample consisted of 400 adolescents from Kanyakumari district. **Tools used :** Home environment inventory (Bini & Mukundan,2007). ii) Mental Health Status Scale (Siva & Mukundand,1993). **Statistical techniques :** Arithmetic mean, standard deviation, t-test, ANOVA followed by scheffe's procedure and pearson's product moment of correlation. **Findings:** i) There existed significant difference in the mean scores of home environment of adolescents based on their a)gender b)community c)parental educational qualification d)monthly income of family e) parents occupation and f)birth order. ii) There existed no significant difference in the mean scores of home environment of adolescents based on

their locality and birth order. iii) There existed significant difference in the mean scores of mental health of adolescents based on their a) gender b) community c)type of institution d) parental educational qualification. iv) There existed no significant difference in the mean scores of mental health of adolescent based on a)monthly income b) parent occupation and c) birth order. v) There exists significant correlation between home environment and mental health status of adolescents.

Nair, Sreeja.S.(2014). **Difficulties experienced by Malayalam linguistic minority students in learning Tamil.** Master's thesis.(Guide: Mr. Prasad P.S).

Objectives: i) To study the level of learning difficulties experienced by Malayalam linguistic Minority students in learning tamil. ii) To compare the mean scores of difficulties experienced in Tamil learning students with respect to the background variables namely gender, locale, type of management, students years of experience in Tamil learning parent's knowledge in Tamil reading speaking and writing. **Method:** Normative survey method was adpoted. **Sample :** The Sample consisted of 400 students from various schools in Kanyakumari district. **Tools used:** Tamil learning difficulty inventory (Sreeja & Prasad,2014). **Statistical techniques :** Mean, SD, t test, ANOVA **Findings:** i) There existed significant difference between a)male and Female b) rural and urban Malayalam linguistic minority students in their Tamil learning difficulties and its dimensions. ii) There existed no significant difference among Malayalam linguistic minority students in their learning difficulties in tamil and its dimensions based on community. iii)Parent's knowledge in Tamil had influence in their words difficulties faced in learning Tamil.

Nair,Rejee,M,K.(2014). **Adolescents coping behaviour among learning disabled and normal high school students in Kanyakumari district.** (Guide:Dr. Sobha.B.C).

Objectives: To compare the mean scores of adolescents coping behaviour of learning disabled and normal high school students in Kanyakumari district with respect to the background variables namely gender, locale, religion and Educational qualification of parents. **Sample:** 200 high school students studying in 9th standard of various schools of

Kanyakumari districts. **Tools used** : i) Learning Ability test (Rejee & Sobha.2014). ii)Adolescent coping behavior scale (Rejee & Sobha.2014). **Statistical techniques** : Mean, SD and t test. **Findings** : i) The adolescents coping behaviour of normal students are higher than that of learning disabled students ii)Adolescents coping behaviour of normal students are higher than that of learning disabled students when they are compare on the basis at the a)gender b)locale c) religion and d) qualification of parents.

Nishy, Ruxalin Blessy.S. (2014). **Learning Styles And Achievement In Chemistry Of Higher Secondary School Students.** Master's Thesis. (Guide: Dr. Deepa.R.P).

Objectives: i) To find out the learning styles of higher secondary school students. ii) To find out the level of achievement in chemistry of higher secondary school students. iii) To find out whether there is any significant difference in the mean scores of learning styles and achievement of higher secondary school students with regard to a)Sex b)Locality c)Religion d)Community e)Medium of instruction f)Type of management and g)Type of family. iv) To find out whether there is any significant correlation between learning styles and achievement in chemistry of higher secondary school students. **Method:** Normative survey method was used. **Sample:**The sample consisted of 400 students of class ninth in various higher secondary schools of Kanyakumari District. **Tools used:** Learning Style Inventory (Joy Reid.2010). **Statistical techniques:** Mean, SD,t test, ANOVA, Pearson Product moment of method correlation. **Findings:** i) Learning styles preferences of female students were higher than that of male students. ii) Learning styles preferences of rural students were more than that of urban students. iii) Learning styles of higher secondary students differ significantly with respect to a)gender b)locality c)type of management d)religion e) medium of instruction. iv) Achievement of higher secondary students do not significantly differ with respect to their locality, community, type of management and type of family. v) There was a significant positive correlation between the learning styles and achievement in chemistry of higher secondary students.

Prathibha.M.(2014). **Effectiveness of modular approach in learning Physics among ninth standard students.** Master's thesis.(Guide: Mrs.BinbhuGouri.V.P).

Objectives: Effectiveness of modular approach in learning Physics among ninth standard students. **Sample:** The sample consisted of 80 students from ninth standards. **Method:** Non equivalent Pre-test Post test design. **Tools used:** Lesson transcripts based on modular approach and Achievement test. **Statistical techniques:** t test and ANCOVA. **Findings:** i) Comparison of achievement in learning Physics scores under experimental group and conventional group using and analysis of co-variance showed that the Modular Approach is significantly superior to conventional method with regard to achievement scores in learning physics so the Modular Approach is an effective method in learning Physics.

Priya , Sumitha A.V.(2014). **Relation Between Leadership Behaviour Of The Head Of The Instituition And Organizational Culture In Secondary Schools.** Master's thesis. (Guide : Dr. Sreelatha.S).

Objectives: i) To study the leadership behaviour and organizational culture of secondary schools heads. ii) To find out the effect of background variables namely gender, locale, age, educational qualification, experience and type of management in leadership behaviour of school heads and organizational culture of secondary schools. iii).To find out the correlation between leadership behaviour of the school heads and organizational culture of secondary schools heads. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 200 secondary school heads. **Tools used :**i) Leadership Behavior Scale (Priya&Sreelatha,2014). ii) Organizational Culture Scale (Priya&Sreelatha,2014). **Statistical techniques :** Arithmetic mean, SD, t test, ANOVA followed by Scheff procedure and product moment method of correlation. **Findings:** i) A considerable proportion of secondary school heads had moderate level of leadership behavior. ii) A considerable proportion of secondary schools had moderately favourable level of organizational culture. iii) Locality of the school and Qualification of the school heads had influence in the leadership behavior of secondary school heads. iv) Gender, age, experience and type of

management had no influence in the leadership behavior of secondary school heads. Qualification and type of management had influence in the organizational culture secondary schools. vi) Gender, locality, age and experience had no influence in organizational culture of secondary schools. vii) Leadership behaviour of secondary school heads had significant relationship with the organizational culture of secondary school.

Rajendran. R. (2014). **Problem faced by high school students in learning analytic geometry in mathematics.** Master's thesis. (Guide :Mr. Gireesh Kumar.K).

Objectives. i) To identify the problems faced by high school students in learning Analytic Geometry in Mathematics. ii) To find whether there exist any significant difference in the problems of high school students in learning Analytical Geometry in mathematics based on .a)Gender b)Locality c)Religion c)Community d)Type of School e)Educational Qualification of parents. **Method:** Normative survey method was adopted. **Sample:**The sample was consisted of 400 High school students. **Tools used:** Problems in Learning Analytical Geometry in Mathematics (Rajendran&Gireesh,2014). **Statistical Technique** : Arithmetic Mean, Percentage, t- test, ANOVA . **Findings** i) There is no significant difference between a) male and female) rural and urban high school students on their problems in learning Analytical Geometry in Mathematics. ii) There exists significant difference between a) male and female b) rural and urban high school students on their problems in learning analytical geometry in mathematics with respect to problem solving iii) There exists significance difference between high school students on their problems in learning analytical geometry in mathematics with respect to diagrammatic representation.

Rani. Paul Usha A.Y. (2014). **Locus of Control in Relation To Home Environment of Adolescent in Kanyakumari District.** Master's thesis. (Guide :Dr.Sreelatha.S).

Objectives: i) To study the locus of control of adolescents. ii) To study the type of home environment of adolescents. iii) To compare the mean scores of locus of control and home environment of adolescents based on the background variables namely a) gender b)class c)locality d) religion e)community f)order of birth and g)type of management. iii)

To find out the correlation between home environment and locus of control of adolescents. **Method** : Normative survey method was adopted. **Sample:** The Sample consisted of 400 adolescents studying from 7th to 12th standard students from Kanyakumari district. **Tools used:** i) The Locus of control scale (Leninsha&Sreelatha,2011). ii) Home environment inventory (Mukundan and Bini ,2007). **Statistical techniques**: Arithmetic Mean, SD, t test, ANOVA followed by scheff procedure, Pearson's Product Moment method of Correlation. **Findings:** i) Found that majority of adolescents showed moderate level of locus of control. ii) Majority of adolescents had moderate level of home environment. iii) There existed significant difference in the mean scores of locus of control of a) male and female b) rural and urban c) government, aided and unaided school adolescents. iii) There existed no significant difference in the mean scores of locus of control of a) FC and BC b) hindu, muslim and christian c)first born and others. iv) There existed significant difference in the mean scores of home environment of a) male and female b) secondary, high and higher secondary school adolescents c) hindu, muslim and christian adolescents. v) There existed significant difference in the mean scores of home environment of a)rural and urban b) FC, BC c) first born and others. vi) No significant correlation between home environment and locus of control of adolescents.

Resmi, Sree.V. (2014). **A study on the anti-ragging awareness among college students.** Master's thesis.(Guide:Mrs. Devika.S).

Objectives: 1) To study anti-ragging awareness of college students. 2)To compare the mean scores of anti-ragging awareness of college students with respect to the background variables namely gender, age, locale, type of management and type of professional courses. **Sample**: The sample for the present study consisted of 400 professional college students in Kanyakumari District. **Method:** The method used for the study was normative survey method. **Tools used:** i) Anti – Raging Awareness Test (Resmi & Devika,2014). **Statistical techniques** : Percentage, Arithmetic mean, SD, t test and ANOVA. **Findings:** i) There existed significant difference between a) male and female b) different age group c) rural and urban and d) government and private college students in their anti-ragging awareness.

ii) There existed no significant difference in the mean scores of anti-ragging awareness of college students based on type of professional courses.

Sakila, Mary S (2014). **A study on legal awareness among higher secondary students of Kanyakumari district.** (Guide : Mr. Prasad P.S).

Objectives: i) To study the level of legal awareness among higher secondary students. ii) To compare the mean scores of legal awareness and its dimensions of higher secondary students with respect to the background variables namely gender, religion, community, locality, type of management and educational qualification of parents. **Method** : Normative survey method was adopted. **Sample** : Sample consisted of 400 higher secondary students. **Tools used**: i) Legal Awareness Test (Sakila & Prasad,2014). **Statistical techniques**: Percentage, Arithmetic Mean, SD, t test and ANOVA. **Findings**: i) Gender, Religion, Community, Type of management and parental education had influence on legal awareness and its dimensions of higher secondary students. ii) Locality had no influence on legal awareness and its dimensions of higher secondary students.

Santhiya. R. (2014). **Positive life habits and classroom robustness of higher secondary school students in Kanyakumari district.** Master's thesis.(Guide:Mrs. Devika.S)

Objectives: i) To study the Positive life and habits of classroom robustness of higher secondary school students ii) To study whether there is any significant difference in the mean scores of Positive life and habits of classroom robustness of students with respect to background variables namely gender, locale, type of management, qualification and monthly income of parents. **Method**: Normative Survey method was adopted. **Sample** : The sample of 400 higher secondary students studying in different schools of Kanyakumari District. **Tools used**: i) Positive Life Habits Inventory (Santhya& Devika,2014). ii) Classroom Robustness Scale (Santhya&Devika,2014). **Statistical Techniques**: Arithmetic mean, SD, ANOVA, Pearson's product moment method of correlation. **Findings**: i) A considerable proportion of the higher secondary students had moderate level of Positive life habits and Classroom robustness. ii) Gender, locality, type of management, monthly

income of parents, qualification of parents has no influence on the positive life habits and classroom robustness of higher secondary students. iii) There exists significant correlation between positive life habits and classroom robustness of Higher secondary students.

Shalini, Anitha.(2014).**Emotional intelligence of differently abled students of Kanyakumari district.** Master's Thesies .(Guide:Dr. Deepa.R.P.).

Objectives: i) To study the level of emotional intelligence of differently abled students. ii) To compare the emotional intelligence of differently abled students on the basis of Age, Sex, Locality, Religion, Types of management, Locality of institution, Order of birth, and Nature of residence. **Method** : Normative survey method was adopted. **Sample** : The sample of 200 differently abled students selected from different special schools in Kanyakumari District of Tamil Nadu. **Tools used**: Emotional Intelligence scale (Ananias & Thomas,2005). **Statistical techniques**: Mean, SD, t test, and ANOVA. **Findings**: i) The differently abled students possessed moderate level of Emotional Intelligence. ii) There was significant difference in the mean scores of Emotional Intelligence of differently abled students based on their gender ,age, location of institution and religion. iii) Locale , community, type of management, order of birth and nature of residence had no impact on Emotional Intelligence.

Sheeba .(2014). **Self acceptance and social intelligence among higher secondary students.** Master's thesis. (Guide: Mr.Pavithra Kumar.V.S).

Objectives: i) To study the level of Self acceptance and social intelligence of higher secondary students. ii) To compare the mean scores of Self acceptance and social intelligence of higher secondary students with respect to the background variables namely gender, locality, community, religion, subject, type of school management and Educational qualification of parents. iii) To study whether there is any significant relationship between Self acceptance and social intelligence of higher secondary students based on total sample. **Method** : Normative survey method was adopted. **Sample** : The Sample consisted of 400

higher secondary students from Kanyakumari district. **Tool used**:i).Self acceptance sca (Berger,1950). ii) Social intelligence Scale (Sheeba & Pavithara,2014). **Statistic techniques** : Mean SD, t test, ANOVA and Pearson product moment method of correlatio **Findings** : i) Majority of higher secondary students possess average level of s acceptance and social intelligence. ii) Significant difference was noted in the mean sco of self acceptance of higher secondary students based on gender, locality, subjec community and type of school management but no significant difference was noted the mean scores of self acceptance of higher secondary students based on religion a Educational qualification of parents. iii) Significant difference was noted in the mea scores of social intelligence of higher secondary students based on gender, type school management and Educational qualification of parents but no significant differenc was noted in the mean scores of social intelligence of higher secondary students base on locality, community , subject of study and religion. iv) Significant correlation betwee self acceptance and social intelligence of higher secondary students was noted.

Sheela, Jaya.(2014). **Learning difficulties experienced by higher secondary studen in Kanyakumari District.** Master's thesis. (Guide:Dr. Praveen Kumar.S).

Objectives i) To study the level of Learning difficulties in Science of eleventh standar students. ii) To compare the mean scores Learning difficulties in science of eleventh standard students with respect to the background variables namely gender , locality, typ of management, religion and medium of instruction. **Method:** Normative survey method was adopted. **Sample:** Sample consisted of 400 eleventh standard students from Kanyakumari district. **Tool used** : Learning Difficulty Test in Science (Sheela & Praveen,2014). **Statistical techniques:** Mean, SD, t test and ANOVA. **Findings:** i)Significant difference was noted in the mean scores of Learning difficulties in science of eleventh standard students based on gender, locality, type of management ,and religion. ii) No significant difference was noted in the mean scores of Learning difficulties in science of eleventh standard students based on Medium of instruction .

Sheema,J.(2014). **Conflict resolution behaviour of adolescents in kanyakumari district.** Master's thesis. (Guide : Dr. Sreelatha.S).

Objectives: i) To study the level of conflict resolution behaviour and its dimensions of adolescents. ii) To compare the mean scores of conflict resolution behaviour of adolescents with the respect to gender, community, religion, class of study, type of school , locale of school, type of management, type of family, number of children and parental occupation. **Method** : Normative survey method was adopted. **Sample** : The sample consisted of 400 adolescent students studying in 7th to 12th standard in various schools in kanyakumari district. **Tools used**: i).Conflict Resolution Behaviour Scale (Sheema&Sreelatha,2014) **Statistical techniques** : Mean, SD, t test, and ANOVA. **Findings:** i) A considerable propotion of the adolescents had moderate level of conflict resolution behavior. ii)No significant difference was noted in Conflict resolution behaviour of adolescents based on gender, locality, type of school, type of family, number of children and occupation of mother but significant difference was noted in Conflict resolution behaviour of adolescents based on community, religion, class of study, type of management, and occupation of father.

Shobha K.S. (2014).**Personality Patterns And Social Skills Of Institutionalized Deprived And Normal Family-Reared High School Students In Kanyakumari District.** Master's thesis. (Guide : Dr. Sobha.B.C).

Objectives: i) To compare the mean scores of personality patterns and social skills of institutionalized deprived and normal family –reared high school students with respect to the background variables namely Gender, Locale, Religion, Nature of schools and Type of management .ii) To study the correlation between personality patterns and social skills of institutionalized deprived and normal family- reared high school students. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 150 Institutionalized deprived students and 150 Normal family-reared students. **Tools used:** i) Personality Inventory (Rajendran& Bright,2011). ii) Social Skills Scale (Shobha &

Sobha.2014). **Statistical Techniques**: Mean, SD, t test, and Pearson product mome method of correlation. **Findings**: i) There existed significant difference betwe institutionalized deprived and normal family-reared aided high school students in th personality patterns. ii) There existed no significant difference between institutionaliz deprived and normal family-reared private high school students in their mean scores social skills. iii) No significant correlation existed between institutionalized depriv and normal family-reared high school students in their personality patterns. iv) N significant correlation existed between institutionalized deprived and normal family-rear high school students in their social skills with respect to the total sample and subsampl

Sonsena, Retna.J.(2014). **Emotional maturity and behavioural problems of adolescen** Master's Thesies .(Guide: Mr. Pavithra Kumar.V.S).

Objectivees: i) To study the level of Emotional Maturity of Adolescents and Behaviour Problems of Adolescents. ii) To compare the mean score of Emotional Maturity an Behavioural Problems of Adolescents with respect to background variables Gender, Local Community, Class, Type of Management, Type of family, Income, Order of birt Educational qualification parents.iii)To study the correlation between Emotional Maturit and Behavioural Problems of Adolescents. **Method** : Normative survey method wa adopted. **Sample :** The sample comprised of 400 adolescents from Kanyakumarai distric **Tools used:** i) Emotional Maturity scale(Sathiya&Deepa,2013). ii) Behavioural Problem rating scale (Uma&Sreelatha,2008) . **Satistical techniques:** Arithmetic mean, standar deviation, t test. ANOVA followed by scheff procedure and Pearson's product momen of correlation. **Findings:** i) There exists significant difference in the mean scores o Emotional Maturity of adolescents based on their gender, locale, class, type of managemen order of birth ii) There exists no significant difference in the mean scores of Emotiona Maturity of adolescents based on their community, type of family, income and educationa qualification of parents.iii)There exists significant difference in the mean scores o Behavioural Problems of adolescents based on their a)gender b)community c)class of study d)monthly income e)order of birth f) educational qualification of parents. iv) There

xists no significant difference in the mean scores of Behavioural Problems of adolescents ased on their type of management. v)There exists no significant difference in the mean cores of Behavioural Problems of adolescents based on their type of family.vi)There xists significant difference in the mean scores of Behavioural Problems of adolescents ased on a)locale b)type of family.

Suja. T.L.(2014).**Social perception and Interpersonal skills of prospective Teachers n Kanyakumari District.** Master's thesis. (Guide :Mrs.Devika.S).

Objectives: i) To compare the Social perception and interpersonal skills of prospective eacher with respect to the background variables namely gender, locality, age and stream f study. ii) To study whether there is any significant relation between Social perception nd interpersonal skills of prospective teachers. **Method** : Normative survey method was dopted. **Sample:** The sample consists of 400 prospective teachers of Kanyakumari District. **Tools used :** i) Social Perception Scale (Suja & Devika,2014). ii) Interpersonal skills Inventory (Pricy & Devika, 2010).**Statistical Techniques :**Arithmetic mean, SD, t test and ANOVA. **Findings:** 1) There was no significant difference in the mean scores of social perception of prospective teachers based on gender. ii) There was significant difference in the mean scores of social perception of prospective teachers based on a) local b) age c) Stream of study d) Monthly income of parents e) Marital Status. iii) There was no significant difference in the mean scores of Interpersonal skills of prospective teachers based on a) gender b) Locale and c) stream of study. iv) Significant difference was noted in the mean scores of Interpersonal skills of prospective teachers based on a) Monthly income of parents b) Marital status. iv) No significant correlation was noted between Social Perception and Interpersonal Skills of prospective teachers.

Theres, Salina.(2014). **Decision making and problem solving abilities of higher secondary school students in Kanyakumari district.** Master's thesis. (Guide : Dr. Deepa.R.P).

Objectives: i) To study the Decision making and problem solving abilities of higher secondary school students. ii) To find out the significant difference in the mean scores of higher secondary school students with respect to the background variables namely gender, locale, medium of instruction, order of birth, type of school, type of management, parental educational qualification, order of birth, type of family. Sample: The Sample consisted of 500 secondary school students from Kanyakumari district. Method: Normative survey method was adopted. Tools used: Decision Making Inventory(Theres&Deepa,2014). ii) Problem Solving Inventory (Sandanand an& Deepa,2011). Statistical techniques : Mean, SD, t test, ANOVA and pearson's product moment method of correlation. Findings: i) Majority of students possessed the moderate level of decision making ability and problem solving ability. ii) Gender, Locality of school, Qualification of parents ,Order of birth, Type of family and occupation of mother had no influence on decision making ability while locality of residence, Medium, Type of school, Type of management, Occupation of father had influence on decision making ability. iii) Locality of school, Type of Management, Qualification of parents, order of birth, type of family, Parental Occupation had no influence on Problem solving ability and Gender, Locality of residence, Medium, Type of school had influence on Problem solving ability.iv) There was positive negligible correlation between Decision making ability and problem solving ability of higher secondary school students.

Vandana, Kumari, V.L.(2014). **Relationship between spiritual intelligence and social adjustment among high school students in kanyakumari district.** Master's thesis (Guide :Mr. Gireesh Kumar.K).

Objectives:i) To study the level of spiritual intelligence and social adjustment among high school students. ii) To compare the mean scores of spiritual intelligence and social adjustment with respect to the background variables namely gender, locality, community, religion, type of school management, type of family, Educational qualification of parents and occupational status of parents. iii) To study whether there is any significant relationship between spiritual intelligence and social adjustment of high school students. **Method :** Normative survey method was adopted. **Sample:** The Sample consisted of 400 high school students from Kanyakumari district. **Tools used :** i) Spiritual Intelligence Test (Vandana & Gireesh, 2014) ii)Social Adjustment Inventory (Sheeja & Sreelatha, 2008). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson product moment method of correlation. **Findings:** i) Majority of high school students had moderate level of spiritual intelligence and social adjustment. ii)Significant difference was noted in the mean scores of spiritual intelligence of high school students based on gender, locality, type of management , religion, community and occupation of parents but, no significant difference was noted in the mean scores of social intelligence of high school students based on type of family and Educational qualification of parents.iii)Significant difference was noted in the mean scores of social adjustment of high school students based on gender, locality, community and type of school , but, no significant difference was noted in the mean scores of social adjustment of high school students based on religion, type of family Education qualification of parents and occupation of parents. iv) Significant correlation between spiritual intelligence and social adjustment of high school students was noted.

Vilo, Litti Shajini.P.(2014). **Relationship Between Procrastination and stress of Higher Secondary Students.** Master's thesis. (Guide :Mr.Prassad.V.S).

Objectives: i) To study whether there is any significant difference in the mean scores of procrastination and stress of higher secondary students on the basis of the background variables namely gender, locale, type of management, community, religion, parents occupation in their procrastination. ii) To study whether there is any significant correlation between procrastination and stress of higher secondary students. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 higher secondary students studying from X1 standard in various schools of Kanyakumari district **Tools used:** Procrastination scale (Nandakumar & Sreelatha2012). 2) Stress scale (Mukundan & Gouri. ,2004). **Statistical Techniques:** Percentage, Arithmetic Mean, SD, t test, ANOVA followed by Schefee procedure and Pearson's product moment method of Correlation .

Findings: i) Considerable proportion of the higher secondary students had moderate level of procrastination and moderate level of stress. ii) Gender, locale, type of management, religion and father's occupation of the higher secondary students had significant influence on the procrastination of students. iii) Community and mother's occupation had influence on procrastination of higher secondary students. iv) Gender, type of management, religion, parent's occupation of the higher secondary students had no significant influence on the stress. iv) Locale and community and had influence of stress of higher secondary students. v) There is significant and positive correlation between procrastination and stress of higher secondary students.

Vinija, Mary.V. (2014). **A study on stress-coping ability and parent-child relationship among higher secondary school students.** Master's thesis. (Guide:Mrs. BindhuGouri.V.P

Objectives: i) To study the significant difference in the mean scores of stress-coping ability and parent-child relationship of higher secondary school students with respect to the background variables namely gender, locale, type of management, educational qualification parents and type of family. ii) To study whether there is any significant correlation between stress-coping ability and parent-child relationship of higher secondary school students. **Method:** Normative survey method was adopted. **Sample:** The Sample consisted of 400 higher secondary school students from various schools in Kanyakumari district. **Tools used:** i)Stress-Coping Ability Scale (Michale and Sreelatha,2011). ii) Parent-Child Relationship Scale(Vinija & Gouri,2014). **Statistical techniques:** Arithmetic mean, SD, t test, ANOVA followed by Scheff procedure and Pearson product moment method of correlation. **Findings:** i) Significant difference in the mean scores of stress-coping ability of (a) male and female (b) rural and urban c) government, aided and unaided higher secondary school students. ii) No significant difference was noted in the stress-coping ability of higher secondary school students based on (a) parental educational qualifications b) type of family and c) monthly income of parents. iii) Significant difference

noted in the scores of parent-child relationship of a) male and female higher b) rural and urban higher secondary school students. iv) There exists no significant difference in the mean scores of parent-child relationship of higher secondary school students in terms of educational qualification of parents. v) Positive significant correlation is noted between stress-coping ability and parent-child relationship of higher secondary school students.