

A STUDY OF LIFE SKILLS AND ACADEMIC ANXIETY AMONG ADOLESCENTS

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By

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DECLARATION

I hereby declare that this dissertation “A STUDY OF LIFE SKILLS AND ACADEMIC ANXIETY AMONG ADOLESCENTS” has not been submitted by me for the award of a degree, diploma title or recognition before.

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CHAPTER I

INTRODUCTION

Introduction

Need and significance of the study

Statement of the problem

Operational Definitions of terms

Objectives of the study

Hypotheses framed

Methodology in brief

Tools used

Statistical techniques used

Organization of the report

CHAPTER I

INTRODUCTION

Education is considered as a powerful instrument for social change. It is education that prepares people to accept such change which occurs in the society . Education makes the outlook of man liberal and broad. Education encourages new invention, discoveries and research for the welfare of the human being. Education plays a great role for developing the Life skills which is hidden within the individuals, where as the success of education lies in the fulfilment of one's needs . Education plays an vital role in the personal growth and social development among all of us.

Life skills education is a value addition programme for the youth to understand self and able to assess their skills, abilities and areas of developments. Life skills education allows the youth get along with other people, able to adjust with their environment and making responsible decision. Life skills are abilities for adaptation and positive behaviour that enable individual to deal effectively with the demand and challenges of everyday life. In particular life skills are a group of psycho social competencies and interpersonal skills .It helps people to make decisions, communicate effectively and develop coping and self-management skills to lead healthy and productive life. .Life skills are defined as those abilities ,attitudes, Knowledge and behaviours that must be learned for success in society. Life skills are those mental and emotional skills enable use to succeed in our lives.

Academic anxiety refer to disruptive thought patterns, physiological responses and behaviour that follows from concerns about the possibility of an unacceptably on an academic test. Every individual has his own aspiration, goal and plans for the attainment of excellence in his academic achievement. The possible failures and obstruction cause him worry. Thus the state of mind which is characterized by anxiety and worry become paralyzed, particularly during adolescence, these characteristics will be at their peak and become the cause for many adverse effect on their academic achievement.

The word adolescence commonly used to describe the transition stage between childhoods. The adolescent period is characterized by stress and strain. It is defined as the process of development and adjustment between childhood and adulthood .They are

neither children nor adult with greater endocrine secretion and rapid physical growth. Adolescence is the most importance period of human life. The child experiences a number of changes in this period. The adolescent has to change his old habit of childhood in home, school and society. The change over to new pattern of habits creates anxiety in adolescents.

During this stage emotion fluctuates very frequently in which the rhythm of positive and negative phase of behaviour is in constant alteration between intense excitement and deep depression. All these create a considerable degree of stress and strain in the mind of an adolescent. This may affect their academic achievement.

The result of all these studies evidenced the negative relationship between anxiety and academic of student's .Anxiety amongst adolescent boys and girls is very common and natural.

NEED AND SIGNIFICANCE OF THE STUDY

Life skills are very important in the life of students .Through life skills education one can move toward a more positive and holistic approaches in order to educate the new generation and through them the future generations .School as a socializing agency can play a special role in shaping individuals through the process of education, the educate must acquire the ability to handle any situation he is going to face.

Academic anxiety is a negative state of emotion, which adversely affect academic performances of individual .Academic anxiety is experienced most often during timed exercises and in situations in which adolescents are expected to perform their best when the stakes are very high such as in board exam or competitive exams. Academic interferes more with academic performances during adolescence than during childhood anxiety and achievement scores are negatively correlated.

From the point of view of biological development, a span of time starting with puberty and concluding with maturity. By the onset of puberty the tension from child to childhood brings with both the strains accompanying physical growth and psychological changes and the conflicts associated with achieving the social behaviours characteristic of adults in our culture. Chronologically, this is usually from about 12 or 13 to 18 or 19 years of age. Since adolescents period is the period of stress and strom they always under emotional imbalances.

The investigator wants to compare the life skills and academic anxiety among adolescents. Life skills are essentially survival skills that would allow a person to wade through to world.

Statement of the problem

The problem selected for the study is entitled as “A study of life skills and academic anxiety among adolescents”.

Operational Definition of the terms

Life skills

Life skills are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly. In this study life skill refers to the scores obtained by the adolescents in the life skills inventory developed by investigator. The main dimensions under taken in this study are decision making, time management, self awareness’s effective communication, creative thinking, problem solving.

Academic Anxiety

Academic anxiety is experienced most often during timed exercises and in situations in which adolescents are expected to perform their best when the stakes are very high such as in board exam or competitive exams. Academic anxiety refers to disruptive thought patterns, physiological responses and behaviour that follow from concern about the possibility of an unacceptably poor performances on an academic task. In this study academic anxiety refers to the scores obtained by the adolescents in the academic anxiety scale developed by investigator. The main dimensions undertaken in this study are Exam anxiety, classroom anxiety, academic performance anxiety, learning anxiety, review anxiety.

Adolescents

From the point of view of biological development, a span of time starting with puberty and concluding with maturity. By the on set of puberty the tension from child to childhood brings with both the strains accompanying physical growth and psychological changes and the conflicts associated with achieving the social behaviours characteristic of adults in our culture. Chronologically, this is usually from about 12 or 13 to 18 or 19 years of age. In this study adolescent refers to the students from VIII to XII Standard.

OBJECTIVES.

1. To construct and validate a life skills inventory and academic anxiety scale for adolescents.
2. To find out the acquisition level of life skills among adolescents.
3. To find out the acquisition level of academic anxiety among adolescents
4. To compare the mean scores a life skills for adolescents with respect to
 - i. Age
 - ii. Gender
 - iii. Locale
 - iv. Community
 - v. Type of management.
 - vi. Parental qualification.
5. To compare the mean scores of academic anxiety of adolescents with respect to
 - i. Age
 - ii. Gender
 - iii. Locale
 - iv. Community
 - v. Type of management.
 - vi. Parental qualification.
6. To study the correlation between life skills and academic anxiety of adolescents.

HYPOTHESES

Hypotheses Framed for the present study are

1. There is no significant difference in the mean scores of life skills of adolescents based on their age.
2. There is no significant difference in the mean scores of life skills of male and female adolescents.
3. There is no significant difference in the mean scores of life skills of rural and urban adolescents.
4. There is no significant difference in the mean scores of life skills among adolescents who belong to community.
5. There is no significant difference in the mean scores of life skills among adolescents who studied in private, aided, unaided schools.

6. There is no significant difference in the mean scores of life skills among adolescents whose parents having different educational qualification.
7. There is no significant correlation between life skills among adolescents.
8. There is no significant difference in the mean scores of academic anxiety of adolescents based on their age.
9. There is no significant difference in the mean scores of academic anxiety of male and female adolescents.
10. There is no significant difference in the mean scores of academic anxiety of rural and urban adolescents.
11. There is no significant difference in the mean scores of academic anxiety among adolescents who belong to community.
12. There is no significant difference in the mean scores of academic anxiety among adolescents who studied in private, aided, unaided schools.
13. There is no significant difference in the mean scores of academic anxiety among adolescents whose parents having different educational qualification.
14. There is no significant correlation between life skills and academic anxiety among adolescents.

METHODOLOGY

METHOD

Normative survey method were used for the present study.

SAMPLPE

The study were conducted on a sample of 400 adolescents in various students studying in VIII to XII Standard.

TOOLS

The following tools were used by the investigation for data collection

- i. General data sheet
- ii. Life skills inventory (constructed and validated by investigator)
- iii. Academic anxiety scale(constructed and validated by investigator)

STATISTICAL TECHNIQUE

The data collected were analysed using the following statistical techniques

1. Arithmetic Mean
2. Standard deviation
3. t-test
4. ANOVA
5. Pearson 's product correlation coefficient

DELIMITATION

1. The scope of the study is limited in the following ways
2. Geographical area is limited to kanayakumari district
3. Sample size is limited to 400 adolescents

ORGANISATION OF THE REPORT

The report of the study was given under five chapters

The chapter one deals with the details of the introduction which includes need and significance of the study, title of the study, important terms of their definitions, objectives of the study and statistical treatment used for the study.

Chapter two contain the research related to the present investigation.

Chapter three contain the methodology. Normative Survey method, the sample used for the study, the tool used for the study .Data collection procedure and statistical techniques.

Chapter four contains details of analysis of the data, their results and also the interpretation for the same.

Chapter five contain the findings, conclusions, recommendations and suggestions.

CHAPTER - II

REVIEW OF RELATED LITERATURE

Review of related literature

Theoretical overview

Indian studies

Foreign studies

Critical review

CHAPTER -II

Review of Related Literature

The review of related literature is of prime importance as a research work is concerned, because of strong relationship existing between the efficient of a research and an in depth study of the problem in hand. A review of related literature aids the researchers understand what is already known. It helps to plan and conduct the study in a systematic and scientific manner moreover it help to avoid duplication of research.

Research begins with ideas and concepts that are related to one another. Study of related literature implies locating, reading evaluating report of research as well as reports of causal observation and opinion that are related to the individuals planned research project. As observed by J.W. Best 'practically all human knowledge can be found in books and libraries.

Importance of the review;

1. The result of the review actually provide the data used in research.
2. The review of the literature provides us with an opportunity of gaining insight in to the methods, measures, subjects and approaches employed by other research workers.
3. The review of related literature enables the researcher to define the limits of his field. It helps the researchers to delimit and define his problem.
4. It enables the researcher to define the limits of his field.
5. It avoids unfruitful and useless problem areas.
6. It gives an understanding of the research methodology.
7. To know the previous recommendation.

Theoretical overview

Life skills

Life skills have been defined as the ability for adaptive and positive behaviors that enable individuals to deal effectively with the demands and challenges of every day life. (WHO 1997). Life skills are a skills usually associated

with managing and living a better quality of life, they help us to accomplish our ambition and live to our full potential.

Aims of life skills;

1. Life skills education aims to provide students with strategies to make healthy choice that contribute to a meaningful life .
2. Life skills facilitates a complete and integrated development of individual to function effectively as social change .
3. Life skills value addition programme for the youth to understand self and able to assess their skills , abilities and area of development .
4. Life skills education allow the youth get along with other people , able to adjust with their environment and making responsible decision .

Importance of life skills

Life skills vary from person to person it include mental, physical, social, and spiritual and environment. Life skills help you to know how to fit in well with the populace. This is where family comes as you learn from them what is right and what is not accepted. Things as simple as how to care for your clothes, how to shop correctly, personal hygiene and how to talk to people without being offensive are some of the life skills that you need to become part of society. Life skills are found through living school, work, family, environment and the world around us, reading, working and volunteering are wonderful ways to seek and find life skills.

The core Life skills

Decision Making

Decision Making can be regarded as the mental processes resulting in the selection of a plan of action among several alternatives .Every decision making process produces a final choice. The out put can be an action or an opinion of choice .Decision Making can be defined as the process of making choices among possible alternatives . These skills included ,identifying the possible options ,identifying the possible consequences that follow from each option, evaluating the desirability of each of the consequences.(Furby and Beyth –Marone , 1992).

Time Management

Time Management is important to prioritize your tasks as per the institution needs or the project needs and execute them in the descending order of priority. One can use aids like planner, maintain a list of things to be done, prepare action plan, activity logs, and review the timelines and progress closely and regularly.

Self Awareness

Self Awareness is an overarching knowledge about us pertaining to several areas such as our emotions, our behaviors, our preferences, our locus of control, our personality types our social competences and the like. Self awareness puts us in a position to know where we are strong and where weak, what we need to retain and what to eliminate.

Effective Communication

Effective Communication means being able to express opinions and desires , and also needs and fear . And it may means being able to ask for advices and help in a time of need .Effective communication ,we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.

Creative Thinking

Creative Thinking is the ability to come out with something new, unique and useful. Creative thinking is the thinking that generates alternatives, lead to formation of hypothesis, and open up the door to progress, to new ways of communication.

Problem Solving

Problem Solving is a process of raising a problem in the minds of students in such a way as to stimulate purposeful reflective thinking in arriving at a rational solution . Problem Solving ability is the degree of capacity to find the correct solution to the problems

Academic Anxiety

Academic anxiety is experienced most often during timed exercise and in situations in which students are expected to perform their best when the stakes are very high, such as in board exam or competitive entrance exams.

Characteristic of Anxiety

1. Anxiety is characteristic by worry and fear about events and activities fears can be real or imagined . Situation can range from fear of jobs loss work or academic performance , relationship problems and divorces. .

2. Anxiety signals are physical, emotional, spiritual, mental and relational.

3. Some physical manifestations of anxiety are appetite change , headache, pounding heart , foot tapping , restlessness , feeling .

4. Some emotional indicators are frustration , mood swings , nervous laughter , worrying ,bad temper and irritability .

5. Anxiety signals are cues there an underlying conflict or emotion that if not dealt with can cause problems.

Disadvantages of academic anxiety

1. Teacher have more problems with children staying focused before a break , and upon return due to the more frequent break through out the year.

2. Child care is more difficult to obtain.

3. Some health problem are seen when conducting school activities and classes in the summer heat .

4. Multi –tracking can cause family and community disintegration. This occurs when siblings / neighbors are on different tracks.

COMPONENT OF ACADEMIC ANXIETY

Exam Anxiety

Exam anxiety is the mental distress and fear experienced by pupil when they have to face examination of any type or any of its related activates.

Class Room Anxiety

Classroom anxiety means the difficulty or extreme reluctance to read loud or answer question begin or participate in group discussions, write answer on the blackboard and perform music or. Athletics activities..

Academic Performances Anxiety

Academic Performance Anxiety means the stress and nervous felt while studying the school subject. Also difficulty in memorizing and developing skills in listening, Speaking, reading and writing

Learning Anxiety

Learning anxiety means difficulty in studying subject matter, difficulty in concentration during the teaching learning process.

Review Anxiety

Review anxiety means fear experiences while revising the learning material difficult to recalling and retrieving the learned material.

Adolescents

The years from 8 to 12 years constitute the unique period of human life. The brain has acquired nearly its adult size and weight , health is almost at its best , activity is greater and more varied than even before or then it will ever be again and there is peculiar endurances , vitality and resistance to fatigue. The child develops a life of his own outside the home circle and its natural interest is never so independent of adult influence.

CHARACTERISTICS OF ADOLESCENTS

Physical Development;

1. Experience rapid, irregular growth.
2. Undergo body changes that might cause awkward, uncoordinated movements .
3. Have varying maturity rate, with girls tending to mature one and a half of two years earlier than boys .
4. Experiences restlessness and fatigue due to hormonal changes.

5. Need daily physical activity because of increased energy.

Emotional and Psychological Development;

1. Tend to be self-conscious, lacking in self-esteem, and highly sensitive to criticism.

2. Exhibit intense concern about physical growth and maturity as profound physical changes occur.

3. Increasingly behave in ways associated with their gender as gender role identification strengthens.

4. Need to release energy, often in sudden, apparently meaningless outbursts of activity.

Moral Development

1. Often show compassion for those who are down-trodden or suffering and have a special concern for animals and environmental problems.

2. Are moving from acceptance of adult moral judgment to development of their own personal values.

3. Are increasingly aware of and concerned about inconsistencies between values exhibited by adults and the conditions they see in society.

INDIAN STUDIES

Kamala and Raj (2012) conducted, 'A Study on academic anxiety among adolescents'. The major objectives were, to assess the academic anxiety of adolescents. To assess the academic anxiety among boys and girls. To study the influences of school environment on the academic anxiety. The major findings were, most of the students suffer from academic anxiety. Gender was not found to have any impact on the anxiety scores. The type of school had a significant relation with the academic anxiety.

Garge Geeta (2011) conducted a study on, 'Life skills and academic anxiety among adolescents'. The major objectives were, to assess the impact of gender on life skills among secondary schools. To assess the impact of gender on academic anxiety among secondary school students. The major findings were there was no significant difference in the life skills of boys and girls of secondary

schools. There was no significant different in academic anxiety of boys and girls of secondary school students .

Bindhu David and Shiny John (2011) conducted a study on , ‘Life skills and attitude toward vocation among vocational higher secondary students ‘.The major objectives were , to find out the life skills among the vocational higher secondary and higher secondary school students of STD XI of Idukki District .To find the attitude toward vocation among the vocational higher secondary school students of STD XI of Idukki District .The major findings were the life skills of vocational higher secondary schools students was higher than that of the higher secondary students . The attitude toward vocation of the students if vocational higher secondary schools were almost similar .

Harish G.C.(2011) conducted a study on , ‘ Impact of integrated critical thinking skills on achievement in mathematic of secondary school students’. The major objectives were , to study the impact of integrated critical thinking skills on achievement in mathematics. To determine the relationship between the Integration critical thinking skills and achievement in mathematics with respect to gender . The major findings were , there was a significant difference between the post test achievement of control and experimental groups . There was no significant difference between the mean scores of boys and girls in the post test achievement . There was a significant interaction between the mean scores of group and gender in their post test achievement with respect to total integrated critical thinking skills .

Rose Nisha Mary and Thoman Rinal P. (2011) conducted a study on , ‘The Problem Solving ability and scholastic achievement of secondary school students’. The major objectives were to find out whether there was any learner with respect of gender , locality and type of schools. The major finding were , there was no significant difference in the problem solving ability to secondary school learner with respect to gender , locality and type of schools boys have higher problem solving ability compared to girls . Problem solving ability of students in rural school is greater than the students urban significant difference in the problem solving ability of secondary school,.

Paivathamma .G.H and Sharanamma .R (2010) conducted a study on , 'Anxiety level and level of self – confidence and their relation with academic achievement'. The major objectives were , to find out the relation between anxiety and level of academic achievement Of IX standard student. To find out the relation between level of self – confidence and level of academic achievement of IX standard students . The major findings were , there is significant co –relation between anxiety and academic achievement . There was a significant co –relation between self – confidence and academic achievement .

Ramar, Reddy .G.R and Ponnambalam .L (2009) conducted a Lokanadha study on , 'Effectiveness of comprehensives social skill strategy in overcoming social skill deficiency of the defiant students '.The major objectives were , to develop a comprehensives social skill strategy to develop social skill of the defiant students studying standard VII . The major findings were , to find out whether there was any significant different in the pre –test performances between the control group defiant students and experimental group defiant students . To find out whether there is any significant different between pre-test and post –test mean scores of defiant students with social skill deficiency in the control group without adopting comprehensives social skill strategy .

Jayanthi. N.L and Padmanaban .T (2008) Conducted a study on , 'Test anxiety among higher secondary students'. The major objectives were , to find out the level of test anxiety of eleventh standard students .To find out whether there was any significant different in the test anxiety of male and female students . The major finding were , the test anxiety of the higher secondary students is low . Male and female students differ significantly in their test anxiety.

Vitus Geetha Janet (2008) conducted a study on , 'Promoting effective organization and time management of study skills in secondary school students'. The importance and need of time management have been felt by parents as well as teacher and students in a wider dimension in the globalised environment where more opportunities are of those who excel in time management. The student spent lot of time at school and tuition homes , and this has got a negative effect leaving the students little time for independent study . Many students appear to have poor organization and time management skills , because they have no idea of the amount of work that is involved in learning . This paper was explores some

possible student attitudes towards organization and time management and some topic for students to manage their time well and to Improve their study skills .

Bhansali Reena and Triediv Kunjan (2008) conducted a study on , 'Is Academic Anxiety Gender specific '.The major objectives were , to find out the incidences and intensity of academic anxiety amongst adolescents. To find out if there are gender different in incidences and intensity of academic anxiety amongst adolescents . The major findings were , adolescents will have academic anxiety . Adolescent's boys will have more academic anxiety than girls.

Ramakrishna .D (2007) conducted a study on , 'Effect of anxiety level of M.E.d students on academic performances '.The major objectives of the study were , to study the relation between academic performances and the anxiety level of the student .To find the influence of gender on the levels of anxiety .The major findings were , there is no relation between the academic performances and the anxiety levels of the students . There was no significant differences between the male and female students in their anxiety level .

Velmurugan .P and Rajendran K.K (2006) conducted a study on , 'Relationships between self acceptances and anxiety of higher secondary students ' .The major objectives were , to find out whether there is any significant different between the higher secondary boys and girls in their anxiety level . To find out whether there was any significant different between government and aided school higher secondary students in their anxiety level. The major findings were , there no significant different between the higher secondary boys and girls in their anxiety level. There was significant difference between government and aided school higher secondary students in their anxiety level .

Sundaram Meenashi .A. (2004) conducted a study on , ' The self concept of D.T E d teacher trainees in relation to their study habit and friendship skills'. The major objectives were , to find whether there was any significant different between the two categories of trainees male and female in respect of their a) self concept b) friendship skills and c) study habit . The major findings was , there was a significance relationships among self- concept , friendship and study habits .

Bhasura (2001) conducted a study on, 'Relationship between social anxiety and academic achievement among higher secondary school students'. The major objectives were, to compare the social anxiety and academic achievement of the different categories of higher secondary students. Based on sex; male and female. The major findings were, there is significant negative relationship between social anxiety and academic achievement for girls. There was significant relationship between social anxiety and academic achievement for rural students.

Foreign Studies

Sackia Poli, Phukon Minoti (2009) conducted, 'A Study a parental and anxiety level among higher secondary students of Johat'. To study the anxiety level of students at the higher secondary level. To find out the anxiety experienced by student in relation to parental aspiration. The findings the students belonging to science stream had more anxiety level in comparison to the students of arts and commerce stream. There was significant different anxiety level with adolescent girls obtaining more mean anxiety scores than boys.

Chung and Youngehul (2003) conducted a study on, 'The teaching life skills to high school foot ball player's'. The purpose of this study was to examine the strategies to teach life skills to foot ball player's. The smart and strict academic coaches fail to inculcate life skills of high school foot ball player's.

Nwankwo .O.C and Kemijoki. O.G (2003) conducted, 'A Study on Test Anxiety and Academic Achievement of secondary school in Anambra state of Nigeria'. To find out what percentage of sample falls into low moderates and high test anxiety levels respectively. To find out the nature and magnitude of the relationship between and academic achievements of the sample. Findings out of the 602 test anxious respondent 309 (51.3%) where in the low test anxious category 28.9 % have moderate level of test anxiety. There was significant relationship between test anxiety and academic achievement of student.

Everson and Terre (2001) conducted a study on, 'Life Skills knowledge of urban an rural high school freshman'. To diagnose the knowledge level of rural and urban high school freshman in seven life skills area. There was

significant different between the rural and urban high school freshman in life skills areas.

Camile and Cerciello (2001) conducted a study on , 'The Effect of humor on anxiety and conflict resolution skills in emotionally disturbed students'. To explore humor on emotionally disturbed students across two variables, anxiety and conflict resolution skills. Sample include were 154 students between 12 to 18 from three state approved private schools. Findings showed that they have conflict resolution scores than the students who received the humorous stimulus also males had greater anxiety than female ones.

Joseph Damien, Sandra Soon Ang , Slaughter (2000) conducted a study on , "Soft Skills and Creativity of IT professionals ".To study the effect of soft skills in IT professional .To know the creativity of IT professional as result of soft skills . The soft skills of information system professionals were recognized as important for job performances

Megee and Adele Cheryl (1999) conducted a study on , "The life skills through conflict resolution ". To find whether there was any relation between conflict resolution training and real life solution . The result of this study indicated that in the perception of peers , parents ,teacher and trained students skills learned in conflict resolution training do have an impact on real life situation .

Collen Denise (1994) made a study on , "Racial Identity as it relates to stress and anxiety among African , American women character". The purpose of the study was to examine relationship between racial identity attitudes and level of stress and anxiety among African , American women character . Finding were significant different between trait anxiety and the encounter and internalization attitudes expressed by African , American women character .

Critical Review

The research review 22 studied totally 14 we are on Indian study 8 we are on foreign study . Of these 7 studies examine the relationship between life skills and academic anxiety among adolescents. The study reviewed above showed that there is no significant correlation between life skills and academic anxiety among adolescents. Geeta Garge (2011) , David Bindhu and John Shiny (2011), Harish (2011), Jayanthi. N.L and Padmanaban .T (2008) ,Reena Bhansali and Kunjan Trivedu (2008), Kamala and Raj (2012).

Most of the study has employed survey method. In many of the studies random sampling techniques has been used for selecting sample. The best of investigation knowledge there is few literature available in life skills and academic anxiety among adolescents. The present study differ from the above study in term of area population and sample. It is also clear from the above study of literature. So for a wide range of factors have been investigated by many in relation to life skills and academic anxiety among adolescents. In the study the researcher tried to find out the relationship between life skills and academic anxiety among adolescents of Kanyakumari.

CHAPTER III

METHODOLOGY

Method used in present study

Test Development

Statistical Technique

CHAPTER III

METHODOLOGY

Methodology is defined as, “The study of methods by which we gain knowledge” it deals with the cognitive procedure imposed on research due to the problems arising from the nature of its subject matter.

Research methodology is a way to solve the research problem systematically. Methodology occupies a very important place in any type of research as the validity and reliability of the findings depend up on the method adopted.

Research methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions. The role of the methodology is to carry on the research work in a scientific and valid manner. The method of research provides the tools and research problem is attacked. The methodology consists of procedures and techniques for conducting a study. Research procedures are of little value unless they are used properly. The tools and techniques will not get the work done. The proper use of research method must be learned by the researchers.

This chapter consists of the following

1. Methods used in present study
2. Population and Sample
3. The Tools
4. The Procedure
5. Statistical Techniques Used

Method used in present study

The present study attempts to find out the level of life skills and academic anxiety among adolescents. Since the problem selected is concerned with survey type the investigator has selected the normative survey method for conducting the present study.

Normative survey method

According to C.V.Good, Survey method may include, present facts or current conditions concerning the nature of objectives or a class or events and may involve the procedure of induction analysis, classification and enumeration or measurement.

Characteristics of the Normative Survey Method

1. It is essentially cross- sectional.
2. It gathers data from a relatively large number of cases
3. It is concerned with generalized statistics of whole population or a representative sample .
4. It deals with clearly defined problems and has definite objectives.
5. Survey may be qualitative or quantitative.
6. Descriptions resulting from surveys may be either verbal or expressed in mathematical symbols.
7. It is more realistic than the experiment in that it investigates phenomena in their natural setting.
8. It provides data to form the basis of research of a more fundamental nature.
9. It does not aspire to develop on organized body of scientific laws but provides information useful to the solution of local problems.
10. It does not characteristically penetrate deeply in to inter relationship.

Population and Sample

Population is the well defined population of universe .The sample may be said to be the small portion of population selected for collecting information. For the purpose of analysis by observing the characteristics of the sample one can make certain inferences

about characteristics of the population from which it is drawn. So for the present study the investigator used stratified random sampling method.

The sample of this study consisted of adolescents who were in the age group 12 to 19 years studying in the school of kanyakumari district. While selecting the subjects the representations were given to factors such as age, gender, locality, community, educational qualification, and type of institution, father's qualification, mother's qualification, father's occupation, and mother's occupation.

Table 3.1 lists of schools selected

S.NO	NAME OF THE SCHOOLS	NO OF STUDENTS
1	Arunachalam Higher Secondary School Thiruvattar	42
2	G.H.S.School Padmanabhapuram	40
3	S.R.K.B.V.M.H.S.S,School Kulasekharam	26
4	Higher Secondary School Arumanai	35
5	L.M.S Girls H.S.School Marathandam.	30
6	L.M.S Boys H.S.School Marathandam	48

7	S.L.B.H.S.School, Nagercoil	53
8	Good Shepherd Matriculation H.S.School Marathandam	35
9	Yettacode H.S.School , Mathandam Thiruvattar	27
10	Hindu Vidhyalaya Matriculation H.S.School Thuckalay	30
11	G.H.S.School Kuzhuthurai	34

Details of the sample

Table 3.2 Age wise distribution of sample:

Age	Count	Percent
Below 15	220	55
Above 15	180	45
Total	400	100

Table 3.3 Gender wise distribution of sample

Gender	Count	Percent
Male	192	48
Female	208	52
Total	400	100

Table 3.4 Locality wise distribution of sample:

Locality	Count	Percent
Rural	220	55
Urban	180	45
Total	400	100

Table 3.5 Community wise distribution of sample:

Community	Count	Percent
FC	90	22.5
BC	240	60
SC/ST	70	17.5
Total	400	100

Table 3.6 Type of Institution wise distribution of sample:

Type of Institution	Count	Percent
Aided	118	29.5
U n aided	130	32.5
Government	152	38
Total	400	100

Table 3.7 Father's Qualification wise distribution of sample:

Father's Qualification	Count	Percent
Below SSLC	144	36
H Sc	172	43
Above HSc	84	21
Total	400	100

Table 3.8 Mother's Qualification wise distribution of sample:

Mother's Qualification	Count	Percent
Below SSLC	176	44
H.Sc	168	42
Above H.Sc	56	14
Total	400	100

Table 3.9 Father's Occupation wise distribution of sample:

Father's Occupation	Count	Percent
Employee	340	85
Unemployed	60	15
Total	400	100

Table 3.10 Mother's Occupation wise distribution of sample:

Mother's Occupation	Count	Percent
Employee	110	27.5
Unemployed	290	72.5
Total	400	100

The Tools

For collecting data required for the study of the problem one may have to use various scientific devices for gathering facts related to the study. These devices employed as means are called tools. The selection of suitable instruments or tools is of vital importance and therefore the investigator used the following tools for data collection

1. General data sheet (Appendix –A)
2. Life skills inventory (Rough draft-Appendix –B, Final draft –Appendix-C)
3. Academic anxiety scale (Rough draft-Appendix –D, Final draft –Appendix-E)

General data sheet

It is a questionnaire prepared by the investigator to collect information of the data regarding age, gender, locality, community, and locality, and educational qualification, type of institution, father's qualification, mother's qualification, father's occupation, and mother's occupation. A specimen copy of the same is given in appendix –A.

Life skills inventory

In the present study, in order to find out the life skills for adolescents, the life Skills inventory was constructed by the investigator. The inventory consists of following areas namely Decision making, Time management, Self awareness, Effective communication, Creative thinking, Problem solving, Totally 60 items were prepared .Each item in the inventory has 2 responses (Yes or No). For positive items a score of '1' was given for Yes, '0' was given for No. For negative item the score was reversed.

Academic anxiety scale

In the present study, in order to find out the academic anxiety for adolescents, the academic anxiety scale was constructed by the investigator. The inventory consist of following areas namely Exam anxiety, Class room anxiety, Academic performance anxiety, Learning anxiety, Review anxiety. Totally 60 items are prepared. Each item in the scale has 2 responses (Yes or No). For positive items a score '1' was given for Yes, '0' was given for 'No'. For negative items the scores was reverend's

DEVELOPMENT OF THE TOOLS

The tool for the present study was prepared by S.suji and Dr. R.P.Deepa, is the inventory meant for measuring the Life skills and academic anxiety among adolescents. The major steps followed in the construction of the tool are,

- 1.Planning of the test
- 2.Item writing
3. Item editing
4. Preliminary tryout
5. Rough draft
6. Final tryout
7. Scoring
8. Item analysis
9. Establishing reliability and validity
10. Final format of the test

Planning of the test:

Life Skills inventory constructed by S. suji and Dr.R.P. Deepa (2012) aimed at measuring the life skills included dimensions ,Decision making, Time management, Self awareness, Effective communication ,Creative thinking ,Problem solving., for academic anxiety scale included dimensions , Exam anxiety ,Classroom anxiety, Cognitive test anxiety, Academic performance anxiety ,Learning anxiety, Review anxiety ,for adolescents in kanya kumari district.

Item Writing:

Writing of the suitable items is one of the important steps in the construction of any research tool. The statements were collected, related to life skills and academic anxiety among adolescents. It was collected on the basis of a detailed review of literature related to the problem under study. The investigator collected ideas from magazines, journals, educational reports, internet etc. The questionnaire contains both positive and negative items.

Item Editing:

Editing the items need much care and it is the process of checking and scrutinizing items. The items were referred to the experts for modification. As per the suggestions, the ambiguous items were written in simple and meaningful language.

Preliminary try-out:

The preliminary tryout of the test was done to find out the weakness and workability of the items. The difficulties in responding the items and a rough estimate of the time limit for responding the items were noted. This step helped the investigator to modify certain items which were vague and questionable. For this purpose the test was given to 400 adolescents in schools.

Rough draft:

The first draft was prepared by printing the item with the provisions to mark the response. It was printed in English. Necessary instruction for the respondents was also printed. A rough form of life skills test is given in appendix-B, A rough form of academic anxiety test is given in appendix-D

Final Try-out:

The investigator visited various schools which were selected randomly from the population. The tool was administered to a sample of 400 adolescents in kanyakumari district.

Scoring

The collected response sheets were scored with the help of a scoring key prepared by the investigator. The response sheets were scored by assigning for the categories Yes (1) , No (0) for the positive items. The score was reversed for the negative statements.

Item Analysis:

Items were analysed both quantitatively and qualitatively. Qualitative analysis includes the consideration of content validity and evaluation of items in terms of effective item writing procedures. Quantitative analysis is done in terms of statistical properties. Item analysis makes it possible to shorten a test and on the other hand to increase its validity and reliability.

The investigator used the method of item analysis by Mathew (1982) called the Mathew Item Analysis procedure.

The 400 response sheets of the subjects were arranged according to the rank of the magnitude of the total scores, the highest score being at the top, then the next lower and so on, as to select the top and bottom 100 subjects who represented the high and low categories of the groups respectively.

The final percentage needed for reading the item indices from the table were the following.

pL: Percentage of individuals in the lower tail marking the keyed answer.

pU: Percentage of individuals in the upper tail marking the keyed answer.

Item Selection:

The phi co-efficient of correlation item score was used as indicator of discriminating power of validity of each item. The item having high phi coefficient (validity) and medium p values were selected as appropriate items.

It is evident from the table that the highest phi value is and lowest phi value is and the highest p- value is and lowest p- value is .

The final list of questions in inventory includes a total number of 33 items for life skills and 26 items for academic anxiety.. These items are arranged in an order. Details of the items given below. Final scale is given in appendix-C and

Table 3.11 DETAILS OF THE ITEMS SELECTED IN THE LIFE SKILLS.

Items no	Pu	Pl	Phi	P	Selected Items
1	65	28	0.37	0.47	
2	74	41	0.33	0.58	•
3	83	42	0.42	0.63	•
4	76	31	0.45	0.55	•
5	81	27	0.54	0.54	•
6	62	32	0.30	0.47	
7	74	37	0.37	0.56	•
8	66	40	0.26	0.53	
9	83	39	0.44	0.61	•
10	56	27	0.29	0.42	
11	95	38	0.60	0.67	
12	74	29	0.45	0.52	
13	66	23	0.43	0.45	•
14	82	64	0.20	0.73	
15	57	23	0.35	0.40	
16	80	29	0.51	0.55	•

17	74	36	0.38	0.55	•
18	71	42	0.29	0.57	•
19	62	34	0.28	0.48	
20	91	72	0.25	0.82	
21	86	22	0.64	0.54	•
22	79	46	0.34	0.63	•
23	65	32	0.33	0.49	
24	83	27	0.56	0.55	•
25	74	60	0.15	0.67	
26	58	28	0.30	0.43	
27	82	45	0.38	0.64	•
28	67	31	0.36	0.49	
29	82	27	0.55	0.55	•
30	74	41	0.33	0.58	•
31	74	43	0.32	0.59	•
32	73	32	0.41	0.53	•
33	59	27	0.32	0.43	
34	74	29	0.45	0.52	•
35	82	37	0.46	0.60	•

36	62	32	0.30	0.47	
37	83	42	0.42	0.63	•
38	59	27	0.32	0.43	
39	72	43	0.29	0.58	•
40	73	39	0.34	0.56	•
41	86	72	0.17	0.79	
42	84	68	0.19	0.76	
43	68	32	0.36	0.50	•
44	53	48	0.05	0.51	
45	80	52	0.30	0.66	•
46	69	27	0.42	0.48	
47	55	25	0.31	0.40	
48	76	40	0.37	0.58	•
49	65	31	0.34	0.48	
50	72	50	0.23	0.61	•
51	86	72	0.17	0.79	
52	68	29	0.39	0.49	
53	73	41	0.32	0.57	•
54	79	38	0.42	0.59	•
55	68	40	0.28	0.54	•
56	84	78	0.08	0.81	
57	71	40	0.31	0.56	•

58	66	27	0.39	0.47	
59	78	23	0.55	0.51	•
60	82	30	0.52	0.56	•

Table 3.12 DETAILS OF THE ITEMS ANXIETY SELECTED IN ACADEMIC ANXIETY

Items no	Pu	Pl	Phi	P	Selected items
1	70	30	0.40	0.50	•
2	81	40	0.42	0.61	
3	65	30	0.35	0.48	•
4	54	23	0.32	0.39	•
5	75	34	0.41	0.55	•
6	61	42	0.19	0.52	•
7	76	46	0.31	0.61	
8	84	29	0.56	0.57	•
9	73	44	0.29	0.59	•
10	68	30	0.38	0.49	•
11	91	40	0.54	0.66	
12	63	28	0.35	0.46	•

13	78	44	0.35	0.61	
14	72	51	0.22	0.62	
15	85	23	0.62	0.54	•
16	93	29	0.66	0.61	
17	96	39	0.61	0.68	
18	54	25	0.30	0.40	•
19	78	32	0.46	0.55	
20	86	47	0.41	0.67	
21	89	52	0.41	0.71	
22	63	23	0.40	0.43	•
23	76	42	0.35	0.59	•
24	69	31	0.38	0.50	•
25	66	40	0.26	0.53	•
26	74	40	0.34	0.57	•
27	54	28	0.26	0.41	•
28	71	33	0.38	0.52	•
29	80	21	0.60	0.50	•
30	74	56	0.19	0.65	

31	83	36	0.48	0.60	•
32	68	29	0.39	0.49	•
33	86	42	0.46	0.64	•
34	46	35	0.11	0.41	
35	95	49	0.51	0.72	
36	63	57	0.06	0.60	
37	50	30	0.20	0.40	•
38	80	51	0.31	0.66	•
39	50	30	0.20	0.40	•
40	56	30	0.26	0.43	•

Reliability and Validity of the Test

Reliability and validity are essential to the effectiveness of any data gathering procedure

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Reliability

Reliability is the consistency of scores obtained by the same individual on different occasions or with different set of equivalent items. The reliability of a test can be assessed in different ways such a test –

Retest method, split half method, rational etc.

In the present investigation, the reliability was found out by split half method. It measures the degree of homogeneity of items. The reliability coefficient of the test is calculated using Brown Periphery formula

$$R = \frac{2r}{1+r}$$

r = correlation between odd half and even half.

R = Reliability coefficient

Table; 3.13 Reliability Analyses

Reliability Analysis for Life skills

NO. Of Samples	100
NO. Of items	60
Correlation between odd half and even half	0.8062
Reliability coefficient	0.8927

Table; 3.14 Reliability Analyses

Reliability Analysis for Academic Anxiety

NO. Of Samples	100
NO. Of items	40
Correlation between odd half and even half	0.7053
Reliability co -efficient	0.8272

Validity

The validity of the test may be defined as accuracy with which the test measures when it suppose to do. According to Best (1978) “In general test possess validity to the extent that it measures what it claim to measure. Validity of a test answers the question what does a test measure and how with it measure whatever it is designed for. A test is valid, if it is telling the truth validity implies truthfulness.

Test validity and test purpose are closely related. A test is valid and test purpose for which it was designed. In determining the validity of a test one has to make use of principles of one or a combination of a various types of validity. The two types of validity established for this too were, face validity and content validity.

Face Validity

Face validity mean that the given tool appears or seems to measure what it measure. The tool was submitted to a panel of experts and in their opinion it appeared to measure the relevant objectives of the tool. A close look on the terms of the questionnaire reveals that each and every item is capable of revealing the subjects awareness. This provided face validity for the test.

Content Validity

Content validity of the test was also established by verifying the comprehensiveness of coverage of the content of the test using authentic literature and opinion of experts. These ascertained the tool has moderate content validity. Internal validation or internal consistency was ensured through item analysis.

The Final Format of the Test

The final format of the test includes a total number of 59 items. These items are arranged in a random order as there are positive as well as negative items. Final form of life is given in the appendix –C, Final form of academic anxiety is given in the appendix -E

ADMINISTRATION OF THE TOOL

For the administration of the tool, the investigator has visited the adolescents in Kanyakumari district. The permission for administering the tool was obtained from the principal of all schools.

Before administering the life Skill inventory and academic anxiety scale the investigator explained the purpose of the study and gave the directions clearly to respond the items in the inventory. First the general data sheet was given to collect their personal data after that life Skills Inventory and academic anxiety scale was administered.

STATISTICAL TECHNIQUES USED FOR THE STUDY

1. Percentage
2. Arithmetic Mean
3. Standard Deviation
4. t – test
5. ANOVA

Percentage

Percentage helps in the comparative study of fractions. It always means per hundred and hence it is calculated on 100.

Arithmetic Mean

Mean is the most stable and it is suitable for statistical calculations.

$$. \text{A.M} = A + \frac{\sum fd}{N} \times C$$

A – Assumed mean of the score obtained

f – Frequency of each class interval

d – Deviation of scores from the assumed mean

N – Total frequency

C – Class interval of the frequency

3.7.3. Standard Deviation (σ)

Standard deviation is the most widely used measure of dispersion. It is used in so many statistical operations. Standard deviation is a more accurate and justified measure of dispersion.

$$\sigma = C \times \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

Where,

σ - Standard deviation

C - Class interval

d^2 - Squares of the deviation of score from the assumed mean

f - Frequency of each class

N - Total frequency

3.7.4. t- test

The t- test has a wide number of applications in statistics. It can be used to test the significance of difference between the means of two independent groups. By using the mean and standard deviation of two groups, t- value is calculated. The calculated t value is compared with table value of t at 0.05 levels and 0.01 levels.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1 - Arithmetic mean of 1st sample

M_2 - Arithmetic mean of 2nd sample

σ_1 - Standard deviation of 1st sample

σ_2 - Standard deviation of 2nd sample

N_1 - Number of students in 1st group

N_2 - Number of students in 2nd group

3.7.5. ANOVA

To find out whether there is any significant difference among the means of more than two random samples. We use the F distribution. The analysis of variance leads with variances, rather than with standard deviations and standard error.

$$F = \frac{\text{Mean square variance between groups}}{\text{Mean square variance within groups}}$$

3.7.6. Karl Pearson's Product moment correlation

Correlation co-efficient was calculated using Pearson's Product moment correlation.

$$r = \frac{N \cdot \sum XY - \sum X \cdot \sum Y}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where r= Pearson's Product moment correlation co-efficient

N = Total number of pairs of X and Y

X = Row scores of X - VARIABLE

Y = Row scores of the study

CHAPTER -IV

ANALYSIS AND INTERPRETATION

Percentage wise analysis

Differential analysis

Correlation analysis

Tenability of hypothesis

CHAPTER -IV

ANALYSIS AND INTERPRETATION

Analysis of data means studying the organized material in order to disorder inherent facts. The data are studied from as many angles as possible to explore the new facts. The process of interpretation is essential one of starting what the result show. This calls for a careful, logical and critical examination of the result obtained after analysis keeping in view the limitation of the sample used in the study. It is a very important step in the total procedures of research.

The present study intended to analyses the relationship between Life skills and academic anxiety among adolescents. 400 adolescents from different schools of Kanyakumari District were selected for the study. The data collected from the sample were analyzed using appropriate statistical techniques like arithmetic mean, 't'test, ANOVA followed by Scheffe's procedure and Pearson's product moment method of correlation. The details of the test are given in the following tables.

Descriptive statistics of Life Skills of adolescents

Table: 4.1 Mean scores and standard deviation of Life skills of adolescents

Mean	18.71
Std Deviation	3.85
Count	400

From the table 4.1, it is clear that the total number of sample selected for the present study was 400. The arithmetic mean scores obtained for the total sample was 18.71 and standard deviation was 3.85.

PERCENTAGE

Table: 4.2 Percentage distributions of different levels of Life Skills

Life Skills	Count	Percent
Low	55	13.75
Medium	271	67.75
High	74	18.50
Total	400	100.00

From the table 4.2 it is clear that 13.75% of adolescents possess low level in acquisition of life skills , 67.75% of adolescents possess medium level in acquisition of life skills and 18.50 % of adolescents possess high level in acquisition of life skills. This indicates that most of the adolescents have medium level in acquisition of life skills

t –Test analysis

Comparison of mean scores of life skills among adolescents based on background variables

Comparison of mean scores of Life skills among adolescents based on their age

H₀ 1: Null hypothesis

There is no significant difference in the mean scores of Life skills among adolescents based on their age.

Table: 4.3 Age wise Comparison of mean scores of Life skills among adolescents.

Age	Mean	SD	N	t	p	Remark
Below 15	18.65	3.67	220	0.33	0.740	NS
Above 15	18.78	4.08	180			

The calculated value ($t= 0.33, p>0.05$) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of life skills among adolescents based on their age” is accepted. This shows that, mean scores of life skills among adolescents do not statistically differ with their age. Thus it is clear from the mean scores that the adolescents of age group below 15 and above 15 possess same level of acquisition in life skills.

Comparison of mean scores of Life skills among adolescents based on gender

H₀ 2: Null hypothesis

There is no significant difference in the mean scores of Life skills of male and female adolescents

Table: 4.4 Comparison of mean scores of Life skills among adolescents based on gender

Gender	Mean	SD	N	t	p	Remark
Male	18.32	3.63	193	1.98	0.048	Sig. at 0.05 level
Female	19.08	4.03	207			

The calculated value ($t=1.98$, $p<0.05$) is significant at 0.05 level. Therefore the null hypothesis, “There is no significant difference in the mean scores of life skills among adolescents based on their gender” is rejected. It is clear from the mean scores, that the life skills of female adolescents is 19.08 which is significantly higher than that of male adolescents, whose mean scores is 18.32. Hence the female adolescents were found to have higher acquisition life skills than male adolescents.

Comparison of mean scores of life skills among adolescents based on locale

H₀ 3: Null hypothesis

There is no significant difference in the mean scores of life skills of rural and urban adolescents.

Table: 4.5 Comparison of mean scores of life skills among adolescents based on locale

Locality	Mean	SD	N	t	p	Remark
Rural	18.86	3.73	222	0.18	0.858	NS
Urban	18.75	4.02	178			

The calculated value ($t= 0.18$, $p >0.05$) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of life skills of rural and urban adolescents” is accepted. That is life skills among adolescents do not statistically differ with their locale. It is confirmed that rural and urban adolescents possess same level of life skills

Comparison of mean scores of Life Skills among adolescents based on Community .

H₀ 4: Null hypothesis:

There is no significant difference in the mean scores of life skills of OC ,BC and SC / ST adolescents.

Table: 4.6 Comparison of mean scores of Life Skills among adolescents based on Community.

Comparison of Life Skills based on Community

Community	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
OC	19.24	3.7	Between Gp	151.9	2	75.93	5.22	0.006	<i>Sig. at 0.01 level</i>
BC	18.22	3.74	Within Gp	5776.5	397	14.55			
SC/ST	19.69	4.18	Total	5928.4	399				

The calculated F value (F – 5.22, $p > 0.01$) is significant at 0.01 level. Therefore the null hypothesis. “There is no significant difference in the mean scores of life skills of adolescents based on community” is rejected. That is life skills among adolescents differ statistically with their community.

The result does not help to identify exactly the pair group which differs statistically. Hence Scheffe’s multiple comparison is used for further analysis.

Table: 4.7 Scheffe’s procedure for pairwise comparison of mean scores of Life skills based on community.

Community	Mean	SD	N	Pair	Scheffe's p	Remark
OC (A)	19.24	3.7	90	A Vs B	0.098	NS
BC (B)	18.22	3.74	239	B Vs C	0.018	<i>Sig. at 0.05 level</i>
SC/ST (C)	19.69	4.18	71	A Vs C	0.759	NS

From the table 4.7 it is clear from the mean scores that the life skills of adolescents who belongs to SC/ ST community is 19.69 which is significantly higher than that of adolescents who belongs to forward community whose mean scores is 19.24. The life skills of SC /ST adolescents is 19.69 which is significantly higher than the BC adolescents whose mean scores is 18.22. While comparing the mean scores of adolescents who belongs to OC/ BC community possess same life skills. Hence the SC/ST adolescents were found to have significant superior life skills than those OC /BC adolescents.

Comparison of mean scores of life skills among adolescents based on type of management.

H₀5: Null hypothesis

There is no significant difference in the mean scores of life skills of aided, unaided, government adolescents.

Table: 4.8 Comparison of mean scores of life skills among adolescents based on type of management.

Type of management	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Aided	18.37	3.51	Between Gp	20.62	2	10.31	0.69	0.501	NS
Unaided	18.77	4.01	Within Gp	5907.74	397	14.88			
Government	18.92	3.97	Total	5928.36	399				

The calculated F value (F-0.69, p>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of life skills of adolescents from aided, unaided and government schools” is accepted. That is life skills of adolescents do not statistically differ with their type of management. Thus from the result it is confirmed that adolescents from aided, unaided and government school possess same level of life skills.

Comparison of mean scores of life skills among adolescents based on their father's Qualification

H₀ 6: Null hypothesis

There is no significant difference in the mean scores of life skills of adolescents based on their father's qualification.

Table: 4.9 Comparison of mean scores of life skills among adolescents based on father's qualification

Father Qualification	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Below SSLC	18.89	4.01	Between Gp	8.58	2	4.29	0.29	0.750	NS
HSC	18.56	3.67	Within Gp	5919.78	397	14.91			
Above HSC	18.71	3.99	Total	5928.36	399				

The calculated F value (F-0.29 ,p> 0.05) is not significant at any level. Therefore the null hypothesis "There is no significant difference in the mean scores of life skills among adolescents whose father's having qualification of below SSLC above HSC and above HSC" is accepted. That is life skills of adolescents do not statistically differ with their father's qualification. It is confirmed that adolescents, whose father having qualification of below SSLC, HSC and above HSC possess same life skills.

Comparison of mean scores of life skills among adolescents based on their mother's qualification.

H₀ 7: Null hypothesis

There is no significant difference in the mean scores of life skills of adolescents based on mother's qualification.

Table: 4.10 Comparison of mean scores of life skills among adolescents based on their mother's qualification.

Mother Qualification	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Below SSLC	18.43	3.81	Between Gp	28.16	2	14.08	0.95	0.389	NS
HSC	19.01	3.84	Within Gp	5900.2	397	14.86			
Above HSC	18.68	4.05	Total	5928.36	399				

The calculated F value (F=0.95, $p>0.05$) is not significant at any level. Therefore the null hypothesis “There is no significant difference in the mean scores of life skills among adolescents whose mother’s having qualification of below SSLC, HSC and above HSC” is accepted. That is life skills of adolescents do not statistically differ with their mother’s qualification. Thus it is confirmed that adolescents whose mother’s qualification is below SSLC, HSC and above HSC possess same life skills.

Comparison of mean scores of life skills among adolescents. based on their father’s occupation

H₀ 8: Null hypothesis

There is no significant difference in the mean scores of life skills of adolescents based on their father’s occupation.

Table: 4.11 Comparison of mean scores of life skills among adolescents based on their their father’s occupation

Father Occupation	Mean	SD	N	t	p	Remark
Employed	18.77	3.93	328	0.73	0.47	NS
Unemployed	18.43	3.5	72			

The calculated t value (t- 0.73, $p>0.05$) is not significant at any level. Therefore the null hypothesis “There is no significant difference in the mean scores of life skills of adolescents having employed and unemployed father’s” is accepted. That is life skills of adolescents do not statistical differ with their father’s occupation. Thus it is

confirmed that adolescents having employed and unemployed father possess same life skills.

Comparison of mean scores of life skills among adolescents based on their mother's occupation.

H₀ 9: Null hypothesis

There is no significant difference in the mean scores of life skills of adolescents based on their mother's occupation.

Table: 4.12 Comparison of mean scores of life skills among adolescents based on their mother's occupation.

Mother Occupation	Mean	SD	N	t	p	Remark
Employed	19.08	4.05	111	1.15	0.25	NS
Unemployed	18.57	3.77	289			

The calculated t value (t= 1.15, p>0.05) is not significant at any level. Therefore the null hypothesis "There is no significant difference in the mean scores of life skills of adolescents having employed and unemployed mother's" is accepted. That is life skills of adolescents do not statistically differ with their mother's occupation. Thus it is confirmed that adolescents having employed and unemployed mother's possess same life skills..

Academic Anxiety of Adolescents

Descriptive statistics of Academic Anxiety of adolescents

Table; 4.13 Mean scores and standard deviation of academic anxiety

Mean	16.96
Std Deviation	3.25
Count	400

From the table 4.13, it is clear that the total number of sample selected for the present study was 400. The arithmetic mean score obtained for the total sample was 16.96 and standard deviation was 3.25

PERCENTAGE WISE ANALYSIS

Table: 4.15 Percentage distributions of different level of academic anxiety of adolescents.

Academic Anxiety	Count	Percent
Low	70	17.50
Medium	276	69.00
High	54	13.50
Total	400	100.0

From the table 4.15 it is clear that 17.50% of adolescents possess low level in acquisition of academic anxiety, 69.00% of adolescents possess medium level in acquisition of academic anxiety and 13.50% of adolescents possess high level in acquisition of academic anxiety. This indicates that most of the adolescents have medium level of academic anxiety.

t-Test analysis

Comparison of mean scores of academic anxiety among adolescents based on background variables.

Comparison of mean scores of Academic anxiety among adolescents based on their age.

H₀ 10: Null hypothesis

There is no significant difference in the mean scores of academic anxiety among adolescents based on their age

Table: 4.3 Age wise Comparison of mean scores of academic anxiety among adolescents

Age	Mean	SD	N	t	p	Remark
Below 15	16.83	3.18	220	0.88	0.377	NS
Above 15	17.12	3.33	180			

The calculated value (t- 0.88, p>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of academic anxiety among adolescents based on their age” is accepted. This shows that, mean scores of academic anxiety among adolescents do not statistically differ with their age. Thus it is clear from the mean scores that the adolescents of age below 15 and above 15 possess same level of academic anxiety .

Comparison of mean scores of academic anxiety of adolescents based on gender

H₀ 9: Null hypothesis

There is no significant difference in the mean scores of academic anxiety of male and female adolescents.

Table: 4.16 Comparison of mean scores of Academic anxiety among adolescents based on gender

Gender	Mean	SD	N	t	p	Remark
Male	16.82	3.33	193	0.83	0.41	NS
Female	17.09	3.17	207			

The calculated value t value (t=0.83, p>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of academic anxiety of male and female adolescents” is accepted. That is academic anxiety of adolescents do not statistically differ with their gender. Thus it is confirmed that male and female adolescents possess same level of academic anxiety.

Comparison of mean scores of Academic anxiety among adolescents based on locale

H₀ 12: Null hypothesis

There is no significant difference in the mean scores of academic anxiety of rural and urban adolescents.

Tables: 4.17 Comparison of mean scores of Academic anxiety among adolescents based on locale.

Locality	Mean	SD	N	t	p	Remark
Rural	16.87	3.25	222	0.61	0.541	NS
Urban	17.07	3.25	178			

The calculated value (t= 0.61, p >0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of academic

anxiety of rural and urban adolescents” is accepted. That is academic anxiety among adolescents do not statistically differ with their locale. Thus it is confirmed that rural and urban adolescents possess same level of academic anxiety .

Comparison of mean scores of Academic anxiety among adolescents based on community

H₀ 13: Null hypothesis

There is no significant difference in the mean scores of academic anxiety of OC, BC, SC/ST adolescents.

Table: 4.18 Comparison of mean scores of Academic anxiety among adolescents based on community.

Community	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
OC	17.23	3.4	Between Gp	13.3	2	6.67	0.63	0.532	NS
BC	16.82	3.25	Within Gp	4195.098	397	10.57			
SC/ST	17.11	3.05	Total	4208.438	399				

The calculated value (F- 0.63, p >0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of academic anxiety of adolescents based on community” is accepted. That is academic anxiety among adolescents do not statistically differ with their community. Thus it is confirmed that adolescents from different community possess same level of academic anxiety..

Comparison of mean scores of Academic anxiety among adolescents based on type of management

H₀ 14: Null hypothesis

There is no significant difference in the mean scores of academic anxiety of adolescents aided, unaided and government school.

Table: 4.19 Comparison of mean scores of Academic anxiety among adolescents based on Type of management.

Type of management	Mean	SD	Source	Sum of Squares	df	Mean Square	F	<i>p</i>	Remark
Aided	17.25	3.53	Between Gp	25.7	2	12.86	1.22	0.296	NS
Unaided	17.07	3.15	Within Gp	4182.7	397	10.54			
Government	16.65	3.1	Total	4208.4	399				

The calculated value (F- 1.22, $p > 0.05$) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of academic anxiety of adolescents from aided, unaided and government schools” is accepted. That is academic anxiety of adolescents do not statistically differ with their type of management. Thus it is confirmed that adolescents from aided unaided and government schools possess same level of academic anxiety.

Comparison of mean scores of Academic anxiety among adolescents based on their father’s qualification

H₀ 15: Null hypothesis

There is no significant difference in the mean scores of academic anxiety of adolescents based on their father’s qualification

Table: 4.20 Comparison of mean scores of Academic anxiety among adolescents based on their father's qualification.

Father Qualification	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Below SSLC	17.01	3.12	Between Gp	9.6	2	4.81334	0.46	0.635	NS
HSC	16.80	3.13	Within Gp	4198.811	397	10.58			
Above HSC	17.20	3.69	Total	4208.438	399				

The calculated F value (F-0.46 $p > 0.05$) is not significant at any level. Therefore the null hypothesis "There is no significant difference in the mean scores of academic anxiety among adolescents whose father's having qualification of below SSLC, above HSC and above HSC" is accepted. That is academic anxiety of adolescents do not statistically differ with their father's qualification. Thus it is confirmed that adolescents, whose father having qualification of below SSLC, HSC and above HSC possess same level of academic anxiety

Comparison of mean scores of Academic anxiety among adolescents based on their mother's qualification

H₀ 16: Null hypothesis

There is no significant difference in the mean scores of academic anxiety of adolescents based on their mother's qualification

Table: 4.21 Comparison of mean scores of Academic anxiety among adolescents based on their mother's qualification.

Mother Qualification	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Below SSLC	17.09	3.03	Between Gp	5.020023	2	2.51	0.24	0.789	NS
HSC	16.89	3.33	Within Gp	4203.417	397	10.59			
Above HSC	16.80	3.68	Total	4208.438	399				

The calculated F value (F-0.24, $p > 0.05$) is not significant at any level. Therefore the null hypothesis "There is no significant difference in the mean scores of academic anxiety among adolescents whose mother's having qualification of below SSLC, HSC and above HSC" is accepted. That is academic anxiety of adolescents do not statistically differ with their mother's qualification. Thus it is confirmed that adolescents whose mother's qualification is below SSLC, HSC and above HSC possess same level of academic anxiety.

Comparison of mean scores of Academic anxiety among adolescents based on their father's occupation

H₀ 17: Null hypothesis

There is no significant difference in the mean scores of academic anxiety of adolescents based on their father's occupation

Table: 4.22 Comparison of mean scores of Academic anxiety among adolescents based on their father's occupation.

Father Occupation	Mean	SD	N	t	p	Remark
Employed	17.09	3.31	328	1.81	0.07	NS
Unemployed	16.39	2.90	72			

The calculated t value ($t=1.81$, $p>0.05$) is not significant at any level. Therefore the null hypothesis “There is no significant difference in the mean scores of academic anxiety of adolescents whose having employed and unemployed father’s” is accepted. That is academic anxiety of adolescents do not statistical differ with their father’s occupation. Thus it is confirmed that adolescents having whose employed and unemployed father posses same level of academic anxiety.

Comparison of mean scores of Academic anxiety among adolescents based on their mother’s occupation

H₀ 18: Null hypothesis

There is no significant difference in the mean scores of academic anxiety of adolescents based on their mother’s occupation

Table: 4.23 Comparison of mean scores of Academic anxiety among adolescents based on their mother’s occupation.

Mother Occupation	Mean	SD	N	t	p	Remark
Employed	16.83	3.14	111	0.51	0.61	NS
Unemployed	17.01	3.29	289			

The calculated t value ($t= 0.51$, $p>0.05$) is not significant at any level. Therefore the null hypothesis “There is no significant difference in the mean scores of academic anxiety of adolescents having employed and unemployed mother’s” is accepted. That is academic anxiety of adolescents do not statistically differ with their mother’s occupation. Thus it is confirmed that adolescents having employed and unemployed possess same level of academic anxiety.

The relationship between Life skills and academic anxiety among adolescents.

Table. 4.24 Pearson correlation coefficients between Life skills and academicAnxiety among adolescents based on background characteristic

Background characteristics		<i>p</i>	<i>Remark</i>
Total		0.921	NS
Age	Below 15	0.680	NS
	Above 15	0.622	NS
Gender	Male	0.362	NS
	Female	0.398	NS
Locality	Rural	0.836	NS
	Urban	0.730	NS
Community	OC	0.940	NS
	BC	0.770	NS
	SC/ST	0.556	NS
Type of management	Aided	0.163	NS
	Unaided	0.811	NS
	Government	0.248	NS
Father Qualification	Below SSLC	0.703	NS
	HSC	0.969	NS
	Above HSC	0.551	NS
Mother Qualification	Below SSLC	0.554	NS
	HSC	0.394	NS
	Above HSC	0.866	NS
Father Occupation	Employed	0.732	NS
	Unemployed	0.295	NS
Mother Occupation	Employed	0.755	NS
	Unemployed	0.735	NS

From the above value the calculated r value is no significant at 0.01 levels. Hence there is no significant correlation exist between Life skills and academic anxiety. Of

adolescents. It is clear from the r value that there exists negligible correlation between life skills and academic anxiety.

The correlation between Life skills and academic anxiety among adolescents are low correlation and not significant at any level. The relationship between the variables may be described as low correlation.

Tenability of Hypotheses

- i. There is no significant difference in the mean scores of Life skills among adolescents based on their age is accepted.
- ii. There is no significant difference in the mean scores of Life skills of male and female adolescents is rejected.
- iii. There is no significant difference in the mean scores Life skills of rural and urban adolescents are accepted.
- iv. There is no significant difference in the mean scores of Life skills of aided, unaided and a government adolescent is accepted.
- v. There is no significant difference in the mean scores of Life skills of OC, BC and SC/ST adolescents is rejected.
- vi. There is no significant difference in the mean scores of Life skills among adolescents based on qualification of father is accepted.
- vii. There is no significant difference in the mean scores of Life skills among adolescents based on qualification of mother is accepted.
- viii. There is no significant difference in the mean scores of Life skills among adolescents based on occupation of father is accepted.
- ix. There is no significant difference in the mean scores of Life skills among adolescents based on occupation of mother is accepted.

- x. There is no significant difference in the mean scores of Academic anxiety based on their age is accepted
- xi. There is no significant difference in the mean scores of Academic anxiety of male and female adolescents is accepted.
- xii. There is no significant difference in the mean scores of Academic anxiety of rural and urban adolescents is accepted.
- xiii. There is no significant difference in the mean scores of Academic anxiety of aided, unaided and government adolescents are accepted.
- xiv. There is no significant difference in the mean scores of Academic anxiety of OC, BC and SC /ST adolescents are accepted.
- xv. There is no significant difference in the mean scores of Academic anxiety among adolescents based on qualification of father is accepted.
- xvi. There is no significant difference in the mean scores of Academic anxiety among adolescents based on qualification of mother is accepted.
- xvii. There is no significant difference in the mean scores of Academic anxiety among adolescents based on occupation of father is accepted.
- xviii. There is no significant difference in the mean scores of Academic anxiety among adolescents based on occupation of mother is accepted.
- xix. There is no significant correlation between Life skills and academic anxiety among adolescents is accepted.

CHAPTER - V

SUMMARY CONCLUSIONS AND SUGGESTIONS

Resume of the study

Major Findings

Educational implication

Recommendations

Conclusions

Suggestions for further Research

CHAPTER – V

FINDINGS, CONCLUSION AND SUGGESTIONS

RESUME OF THE STUDY:

The study under investigation was entitled as “A study of Life skills and Academic anxiety among adolescents of Kanyakumari District”.

A sample of 400 adolescents who belonged in the age group of 13 to 19 years was selected from different schools in Kanyakumari district of TamilNadu. Here the investigator used normative survey method. The technique used for the collection of sample was random sampling.

For collecting data the tools employed were general data sheet, Life skills inventory and academic anxiety scale was obtained by adolescents. The data were subjected to statistical analysis such as mean, standard deviation, t test, ANOVA and Pearson’s product moment coefficient.

FINDINGS WITH REGARD TO THE MEAN SCORES OF LIFE SKILLS OF ADOLESCENTS:

1. The study revealed that the adolescents possessed medium level of life skills.
2. There was no significant difference in the mean scores of life skills of adolescents based on their age ($t=0.33$ $p>0.05$).
3. There was significant difference in the mean scores of life skills of male and female adolescents. The life skills of female adolescents are more than that of male adolescents. ($t=1.98$, $p<0.05$).
4. There was no significant difference in the mean scores of life skills of rural and urban adolescents. The urban and rural adolescents possessed same level of life skills. ($t=0.18$, $p>0.05$).
5. There was significant difference in the mean scores of life skills of adolescents based on their community. The SC/ST adolescent’s possess superior life skills than OC/BC. ($F=5.22$, $p<0.01$).

6. There was no significant difference in the mean scores of life skills of adolescents based on type of school. The aided, unaided and government school adolescents possess same level of life skills. (F-0.69, $p>0.05$).
7. There was no significant difference in the mean scores of life skills of adolescents based on their qualification of father. The adolescents whose father having qualification of below HSC, HSC and above HSC, possess same level of life skills. (F-0.29, $p>0.05$)
8. . There was no significant difference in the mean scores of life skills of adolescents based on qualification of mother. The adolescents whose mother having qualification of below HSC, HSC and possess same level of life skills. (F-0.95, $p>0.05$).
9. There was no significant difference in the mean scores of life skills of adolescents based on occupation of father. The adolescents whose fathers possessed same level of life skills. (t-0.73, $p<0.05$).
10. There was no significant difference in the mean scores of life skills of adolescents based on occupation of mother. The adolescents whose mother possess same level of life skills. (t-1.15, $p>0.05$).

FINDINGS WITH REGARD TO THE MEAN SCORES OF ACADEMIC ANXIETY OF ADOLESCENTS:

1. The study revealed that the adolescents possessed medium level of academic anxiety.
2. There was no significant difference in the mean scores of academic anxiety of adolescents based on their age (t-0.88 , $p>0.05$).
3. There was significant difference in the mean scores of life skills of male and female adolescents. The life skills of female adolescents are more than that of male adolescents. . (t-0.83, $p>0.05$).
4. Locale had no impact on academic anxiety. The rural and urban adolescents possessed same level of academic anxiety. (t-0.61, $p>0.05$).
5. There was no significant difference in the mean scores of academic anxiety of adolescents based on community. The SC/ST adolescents possess same level of academic anxiety. (F-0.63, $p>0.05$).

6. There was no significant difference in the mean scores of academic anxiety of adolescents based on type of management. The aided, unaided and government school adolescents possess same level of academic anxiety ($F=1.22, p>0.05$)
7. There was no significant difference in the mean score of academic anxiety of adolescents based on qualification of father. The adolescents whose father having qualification below HSC, HSC above HSC same level of academic anxiety. ($F=0.46, p>0.05$).
8. There was no significant difference in the mean scores of academic anxiety of adolescents based on qualification of mother. The adolescents whose mother having qualification below HSS, HSC and below HSC possessed same level of academic anxiety. ($F=0.24, p>0.05$).
9. There was no significant difference in the mean scores of academic anxiety of adolescents based on occupation of father. The adolescents fathers possessed same level of academic anxiety ($t=1.81, p>0.05$).
10. There was no significant difference in the mean scores of academic anxiety of adolescents based on occupation of mother. The adolescent's mother possessed same level of academic anxiety. ($t=0.51, >0.05$).

FINDINGS BASED ON CORRELATION OF LIFE SKILLS AND ACADEMIC ANXIETY

1. There was no significant correlation between life skills and academic anxiety among adolescents. It found to be negligible.

CONCLUSION:

From the result, the study possesses medium level of life skills and academic anxiety among adolescents. Also from the result of study it was found that age, type of school, qualification of father and mother, occupation of father and mother had no influence on life skills and academic anxiety of adolescents. The study also revealed that gender had influence on life skills and academic anxiety. Locale had no influence on life skills and academic anxiety. The study concluded that mean scores of life skills and academic anxiety under study was low correlated.

EDUCATIONAL IMPLICATIONS

There was negligible correlation between life skills and academic anxiety. The study revealed that majority of the adolescents of Kanya kumari district for the academic year 2012-2013 had medium level of life skills and academic anxiety.

1. Create awareness about life skills.
2. Examination pattern should be change according to the mental ability and interest of the adolescents.
3. Teacher should change the mode of teaching and maintain good relationship between student and teacher
4. Students should be encouraged to participate in different programmes, exhibitions and other competitive test to develop their life skills.
5. Parents and teachers should develop life skills motivate and develop time management, decision making skills
6. The teacher should provide more opportunities for developing life skills.
7. Various programme conducted to reduced academic anxiety.
8. Curriculum should make to develop life skills and reduce academic anxiety among adolescents.
9. Provide opportunities to attend various seminars on life skills
10. Mediation, Yoga should be given for practices to reduce academic anxiety.
11. Guidance and counseling helps the students.
12. Provide Condessive environment

SUGGESTIONS FOR FURTHER STUDIES

Based on the findings of the present investigation, the investigator suggests the following areas for the further research in this field.

1. The present study is confined only to the adolescents of Kanyakumari district. This can be extended further to other districts of TamilNadu and other states
2. The study is conducted on adolescents only. It extended to college level, high school, primary schools students .etc.
3. The study variables change take life skills and achievement of the adolescents..

LIMITATIONS

The investigator was not able to maintain the proportion between adolescents, male and female, rural and urban, Hindu and Muslim.

Further statistics techniques such as factor analysis and regression analysis could not be employed

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N.V.K.S.D. COLLEGE OF EDUCATION

ATTOOR, KANYAKUMARI DISTRICT.

(2012 – 2013)

General Data Sheet

APPENDIX-A

Instructions :

Certain personal data regarding you are required for my research purpose. The information given by you will be kept confidential and will be used for the research purpose only.

Name of the Student :
Name of the School :
Age :
Gender : Male / Female
Religion : Hindu / Christian / Muslim
Locality : Rural / Urban
Community : FC / BC / MBC / SC / ST
Type of Management : Aided / Unaided
Parents Qualification :
Father : Below SSLC / SSLC, HSC / UG / PG / Professional
Mother : Below SSLC / SSLC, HSC / UG / PG / Professional
Parents Occupation :
Father : Employed / Unemployed
Mother : Employed / Unemployed

Appendix-B

LIFE SKILL INVENTORY

(2012 – 2013)

Rough Draft

Prepared by S. Suji and Dr. R.P. Deepa

Instructions :

Certain statements related to life skills are given below. Read carefully each Questions and Put a tick (✓) mark on the Choice preferred. Attend all the Questions without omission. Your response will be kept confidential and used for research purpose only.

SECTION : A

DECISION MAKING

S.No.	Statements	Yes	No
1.	I have the decision making ability G]dī %4oUδ]m GÓdīm §\ûU CÚd;}\Õ	Yes Bm	No CpûX

2.	I consult with others while taking important decisions Ød;VUδ] ¾oUδ]eLs GÓdĭm úTδÕ Ut\YoLpPu BúXδEdjú\u.	Yes Bm	No CpúX
3.	I double check the information before making decisions ¾oUδ]eLs GÓlTRtĭ Øu CWiÓ RPúY N-Tδodjú\u	Yes Bm	No CpúX
4.	I cannot make correct decisions Gu]ôp N-Vδ] ¾oUδ]m GÓdL CVX®púX	Yes Bm	No CpúX
5.	I can make logical decisions Sôu GÓdĭm ¾oUδ]eLs GpúXδÚm HtfsdùLδs;\ôoLs	Yes Bm	No CpúX
6.	I think deeply before making decisions ¾oUδ]eLs GÓlTRtĭ Øu Sôu BrkÕ £k\$djú\u	Yes Bm	No CpúX

7.	I never change my decisions according to other opinion Ut\YoLs LÚjÖ T× Sôu JÚúTôÕm GuàúPV ¾oUô]jûR Uôt\ UôhúPu	Yes Bm	No CpûX
8.	I often make impulsive decisions Sôu A×dL× ¾oUô]eLû[EPú] ùNn;ú\u	Yes Bm	No CpûX
9.	I often need assistance for making decisions ¾oUô]m GÓdL G]dĭ A×dL× ER® úRúY TÓ;Ĭ	Yes Bm	No CpûX
10.	I make decision quickly Sôu úYLUôL ¾oUô]m GÓd;ú\u.	Yes Bm	No CpûX

SECTION : B

TIME MANAGEMENT

S.No.	Statements	Yes	No
1.	I feel that time is not sufficient for completing my works Sôu GuàúPV úYúXLû[Ø× TRĭ úTôÕUô] úSWm ;ûPdL®pûX G] Sôu û]d;ú\u	Yes Bm	No CpûX
2.	I take long time to complete my tasks Sôu GuàúPV úYúXLû[Ø× TRĭ ;iP úSWm GÓd;ú\u	Yes Bm	No CpûX
3.	I spend more time on recreational activities Sôu ùTôYŎ úTôdĭ ùNVpL°p Sôu áÓRp úSWm ùNXY-d;ú\u	Yes Bm	No CpûX
4.	I Often postpone important meetings Sôu Ød;VUô] áhPeLû[A×dL× Uô± úYd;ú\u	Yes Bm	No CpûX
5.	I am not punctual in my duties	Yes	No

	Sôu GuàùPV LPúUL°p JÝeĭ CpúX	Bm	CpúX
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6.	I spend long time to complete simple tasks Sôu £±V úYúXLú[Ø¥!TRĭ ġiP úSWm ùNX®Ójú\u	Yes Bm	No CpúX
7.	I take rest for a long time in between my works Sôu GuàùPV úYúXLđĭ CúPúV ġiP úSWm KnÛ GÓdjú\u.	Yes Bm	No CpúX
8.	My important works delayed due to lack of time GuàùPV Ød;VUð] úYúXLú[úSWm ĩú\®]ðp RðUR!TÓjŎjú\u.	Yes Bm	No CpúX
9.	I spend more time with my friends Sôu GuàùPV SíToLbPu ġiP úSWm ùNX®Ójú\u	Yes Bm	No CpúX
10.	I frame systematic time table and follow my duties Sôu JÝeLô] LðX AhPYúQ ùNnŎ GuàùPV LPúULú[©uTtßjú\u.	Yes Bm	No CpúX

SECTION : C

SELF AWARENESS

S.No.	Statements	Yes	No
1.	I am satisfied with my general behaviours GuàùPV ùTðŎYð] SPjúRL[ðp Sôu §Úl§ AúPjú\u	Yes Bm	No CpúX
2.	I have enough potentiality to face the challenges in life G]đĭ YðrdúL«p NðYðpLú[úS-P úTðŎUð] §\úU CÚdj\Ŏ.	Yes Bm	No CpúX
3.	I can adjust in my situations with other people Sôu Ut\YoLbPu GkR ãr'úXúVÛm NUð°dL Ø¥Ûm	Yes Bm	No CpúX

4.	I am confident about my abilities GuàûPV §\ûU«p G]dĭ Sm©dûL EiÓ	Yes Bm	No CpûX
5.	I consider myself to be a responsible person ùTôß[Γô] U²R]ôL Guú] Sôú] LÚÕ;ú\û	Yes Bm	No CpûX
6.	I have a very attractive personality G]dĭ LYWd á¶V RuûU CÚd; \Õ	Yes Bm	No CpûX
7.	I'm highly motivated to perform any tasks GkR úYûXûV ùNnYRĭ áÓRX FdL TÓjÕ; \Õ	Yes Bm	No CpûX
8.	I have difficulty in sleeping E\dLjßp L¶]UôL CÚd; \Õ	Yes Bm	No CpûX
9.	I find it hard to concentrate on matters GpXô Lô-VeL°Ûm LY]m ùNÛjR L¶]UôL Lô;ú\û	Yes Bm	No CpûX
10.	I work hard to do well even if I don't like a task Sôu JÚ úYûX ®ÛmTô®hPôÛm Su\ôL ùNnYRĭ LÓûUVôL EûZd;ú\û.	Yes Bm	No CpûX

SECTION : D

EFFECTIVE COMMUNICATION

S.No.	Statements	Yes	No
1.	I maintain good eye contact and attention, while talking to others Sôu Ut\YoLpPu úTÑm úTôÕ AYôL°u LiLû[TôojÕ úTÑ;ú\û	Yes Bm	No CpûX
2.	I smile warmly when others want to talk to me	Yes	No

	Ut\YoLs GuàPu úTN ®Úm×m úTôÕ Sôu AuTôL xuE-d;ú\ú	Bm	CpúX
3.	I show genuine interest when people talk to me UdLs GuàPu úTÑm úTôÕ Sôu EiúUVô] BoYm LôhÓ;ú\ú.	Yes Bm	No CpúX
4.	I listen enthusiastically and positively Sôu BoYjÓPàm úSoúUVôLÜm LY²d;ú\ú	Yes Bm	No CpúX
5.	I focus my attention on the speaker and concentrate on what is being said Sôu úTÑTY-PjSp GuàúPV LY]júR ùNÚjÓ;ú\ú	Yes Bm	No CpúX
6.	I try to find quiet environment in which to talk and listen to people UdL°Pm úTÑmúTôÕ AúU\$Vô] ãr·úXúV LôQ Sôu ØVtfE d;ú\ú.	Yes Bm	No CpúX
7.	I avoid interrupting while the other person is speaking Ut\YoLs úTÑm úTôÕ jβd;ÓYúR Sôu R®d;ú\ú.	Yes Bm	No CpúX
8.	I am calm and patient in conversation and discussion EúWVôP-u úTôÕm NofúN úTôÕm Sôu AúU\$VôLÜm úTôβúUVôLÜm CÚd;ú\ú.	Yes Bm	No CpúX
9.	I carefully probe when I do not fully understand something ùR°YôL ×-VôRúR Sôu LY]UôL úNô\$ d;ú\ú	Yes Bm	No CpúX
10.	I respect other people's feeling when I offer my comments GuàúPV LÚjÓdLú[áβm úTôÕ Sôu Ut\YoL°u EQoÜLú[U\$ d;ú\ú.	Yes Bm	No CpúX

SECTION : E

CREATIVE THINKING

S.No.	Statements	Yes	No
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1.	I come up with new and unique ideas G]dĭ £\kRŌ x\$V LÚjŌdLs YÚ; \Ō	Yes Bm	No CpúX
2.	I brainstorm with other to find solutions to problems G]dĭ ©WfNú]Lú[¾o!TRĭ Ut\YoLpPu]l©P Ø¥V®púX	Yes Bm	No CpúX
3.	I prefer loneliness always Sôu GlúTôŌm R²úUúV ®Úm×;ú\ú	Yes Bm	No CpúX
4.	I am flexible in my ideas GuàúPV LÚjŌdL°p ®hÓ ùLôÓd;ú\ú	Yes Bm	No CpúX
5.	I am interested to read about creative projects and creative people x\$V \$hPjûRÛm £k\$đĭm UdLú[Ûm Uô± Yô£dL ®Úm×;ú\ú	Yes Bm	No CpúX
6.	I am proud of my own creation GuàúPV ùNôkR EÚYôđĭY\$P ùTôÚúUlTÓ;ú\ú	Yes Bm	No CpúX
7.	I wake up in the morning with a mission Sôu LôúX«p úSôdLjúRôÓ GÝm×;ú\ú	Yes Bm	No CpúX
8.	I search for alternative solutions to problems rather than giving a pat answer ©WfNú]dĭ T\$P A°!TRĭ Øu úYù\ôÚ T\$úXÛm úRÓ;ú\ú.	Yes Bm	No CpúX
9.	I spend time around creative people £k\$đĭm U²RoLpPu Sôu úSWjúR ùNX®Ó;ú\ú	Yes Bm	No CpúX
10.	I spend time in settings and activities that stimulate me to creative Sôu GuàúPV úSWjúR JÝeĭTÓjRÛm, ùNVpL°Ûm Guú] x\$V £kRú]dĭ ŌiP Sôu ùNXY`d;ú\ú	Yes Bm	No CpúX

SECTION : F

PROBLEM SOLVING

S.No.	Statements	Yes	No
1.	I use effective strategie for solving problems Sôu TVuEs[LÚjÕdLú[©WfNú]úV ¼o[TRĕĭ ETúVL[TOjÕd;úú\u.	Yes Bm	No CpúX
2.	I am good at reasoning Sôu Ekš[TSp E\kRYo	Yes Bm	No CpúX
3.	I use good strategies for forming concepts LÚjÕdLú[EÚYôdĭYšp Sôu SpX Øú\Lú[TVuTÓjÕ;úú\u	Yes Bm	No CpúX
4.	I think critically about the problems ©WfNú]Lú[Tt± ®jSVôNUôL "ú]d;úú\u	Yes Bm	No CpúX
5.	I construct my own thinking for solving problems Sôu ©WfNú]Lú[¼o[TRĕĭ GuàúPV ùNôkR EkRú]úV úYjÕ EÚYôdĭ;úú\u	Yes Bm	No CpúX
6.	I use latest educational developments for problem solving Sôu ©WfNú]Lú[¼o[TRĕĭ xSRôL Lp® Y[of£úV TVuTÓjÕ;úú\u	Yes Bm	No CpúX
7.	I frame a systematic plan for solving problems Sôu ©WfNú]Lú[¼o[TRĕĭ JÝeLô] šhPjúR EÚYôdĭ;úú\u.	Yes Bm	No CpúX
8.	I am interested in problem solving ©WfNú]Lú[šoTRĕĭ G]dĭ ®ÚlTm	Yes Bm	No CpúX
9.	I get tired while solving problems ©WfNú]Lú[¼odĭm úTôÕ Sôu ùNôoŪ AúP;úú\u	Yes Bm	No CpúX
10.	I always discuss the problem with my peers for finding solution Sôu ¼oŪLô] GuàúPV SiToLpPu ©WfNú]úV ®Yôšd;úú\u.	Yes Bm	No CpúX

Appendix -C
LIFE SKILL INVENTORY
(2012 – 2013)
Final Draft
Prepared by S. Suji and Dr. R.P. Deepa

Instructions :

Certain statements related to life skills are given below. Read carefully each Questions and Put a tick (✓) mark on the Choice preferred. Attend all the Questions without omission. Your response will be kept confidential and used for research purpose only.

SECTION : A

DECISION MAKING

S.No.	Statements	Yes	No
1.	I consult with others while taking important decisions Ød;VUδ] ¾oUδ]eLs GÓdĭm úTδÕ Ut\YoLpPu BúXδEd;ú\u.	Yes Bm	No CpúX
2.	I double check the information before making decisions ¾oUδ]eLs GÓ[TRtĭ Øu CWiÓ RPúY N-Tδod;ú\u	Yes Bm	No CpúX
3.	I cannot make correct decisions Gu]δp N-Vδ] ¾oUδ]m GÓdL CVX®púX	Yes Bm	No CpúX
4.	I can make logical decisions Sôu GÓdĭm ¾oUδ]eLs GpúXδÚm HtfsdùLδs;\òoLs	Yes Bm	No CpúX

5.	I never change my decisions according to other opinion Ut\YoLs LÚjÖlT× Sôu JÚúTôÕm GuàûPV ¾oUô]jûR Uôt\ UôhúPu	Yes Bm	No CpûX
6.	I often need assistance for making decisions ¾oUô]m GÓdL G]dĭ A×dL× ER® úRúYlTÓj\Õ	Yes Bm	No CpûX

SECTION : B

TIME MANAGEMENT

S.No.	Statements	Yes	No
1.	I spend more time on recreational activities Sôu ùTôÝÕ úTôdĭ ùNVpL°p Sôu áÓRp úSWm ùNX [®] d;ú\	Yes Bm	No CpûX

2.	I spend long time to complete simple tasks Sôu £±V úYúXLú[Ø×lTRtĭ ĵiP úSWm ùNX [®] Ó;ú\	Yes Bm	No CpûX
3.	I take rest for a long time in between my works Sôu GuàûPV úYúXLpđĭ CúPúV ĵiP úSWm KnÛ GÓd;ú\.	Yes Bm	No CpûX
4.	My important works delayed due to lack of time GuàûPV Ød;VUô] úYúXLú[úSWm ĩá\®]ôp RôURlTÓj;ú\.	Yes Bm	No CpûX

SECTION : C

SELF AWARENESS

S.No.	Statements	Yes	No
1.	I am satisfied with my general behaviours	Yes	No

	GuàùPV ùTðÕYð] SPjùRL[ðp Sðu §Úl§ AùP;ú\ù	Bm	CpùX
2.	I have enough potentiality to face the challenges in life G]dĩ YðrdùL«p NðYðpLù[úS-P úTðÕUð] §\ùU CÚd;}\Õ.	Yes Bm	No CpùX
3.	I am confident about my abilities GuàùPV §\ùU«p G]dĩ Sm©dùL EiÓ	Yes Bm	No CpùX
4.	I'm highly motivated to perform any tasks GkR úYùXùV ùNnYRtĩ áÓRX FdL TÓjÕ;}\Õ	Yes Bm	No CpùX
5.	I find it hard to concentrate on matters GpXð Lð-VeL°Ùm LY]m ùNÛjR L¶]UðL Lð;ú\ù	Yes Bm	No CpùX
6.	I work hard to do well even if I don't like a task Sðu JÛ úYùX ®ÙmTð®hPðÙm Su\ðL ùNnYRtĩ LÓùUVðL EùZd;ú\ù.	Yes Bm	No CpùX

SECTION : D

EFFECTIVE COMMUNICATION

S.No.	Statements	Yes	No
1.	I maintain good eye contact and attention, while talking to others Sðu Ut\YoLpPu úTÑm úTðÕ AYòL°u LiLù[TðojÕ úTÑ;ú\ù	Yes Bm	No CpùX
2.	I smile warmly when others want to talk to me Ut\YoLs GuàPu úTN ®Ùm×m úTðÕ Sðu AuTðL ×u£-d;ú\ù	Yes Bm	No CpùX
3.	I listen enthusiastically and positively Sðu BoYjÕPàm úSoùUVðLÛm LY²d;ú\ù	Yes Bm	No CpùX

4.	I focus my attention on the speaker and concentrate on what is being said Sôu úTÑTY-Pj\$P GuàúPV LY]jûR ùNÚjÕ;ú\ú	Yes Bm	No CpúX
5.	I avoid interrupting while the other person is speaking Ut\YoLs úTÑm úTôÕ jβd;ÓYúR Sôu R®d;ú\ú.	Yes Bm	No CpúX
6.	I carefully probe when I do not fully understand something ùR°YôL x-VôRúR Sôu LY]UôL úNô\$D;ú\ú	Yes Bm	No CpúX
7.	I respect other people's feeling when I offer my comments GuàúPV LÚjÕdLú[áβm úTôÕ Sôu Ut\YoL°u EQoÜLú[U\$D;ú\ú.	Yes Bm	No CpúX

SECTION - E

CREATIVE THINKING

S.No.	Statements	Yes	No
1.	I prefer loneliness always Sôu GlúTôÕm R²úUúV ®Úm×;ú\ú	Yes Bm	No CpúX
2.	I am interested to read about creative projects and creative people ×\$V \$hPjûRÛm £k\$đm UdLú[Ûm Uô± YôEdL ®Úm×;ú\ú	Yes Bm	No CpúX
3.	I search for alternative solutions to problems rather than giving a pat answer ©WfNú]đí T\$P A°lTRéí Øu úYù\ôÚ T\$úXÛm úRÓ;ú\ú.	Yes Bm	No CpúX
4.	I spend time in settings and activities that stimulate me to creative Sôu GuàúPV úSWjûR JYéITÓjRÛm, ùNVpL°Úm Guú] ×\$V £kRú]đí ÔiP Sôu ùNXY~d;ú\ú	Yes Bm	No CpúX

SECTION : F

PROBLEM SOLVING

S.No.	Statements	Yes	No
1.	I use good strategies for forming concepts LÚjÖdLú[EÚYôdĭYšp Sôu SpX Øú\Lú[TVuTÓjÖ;ú\ú	Yes Bm	No CpúX
2.	I think critically about the problems ©WfNú]Lú[Tt± ®jSVôNUôL ïú]d;ú\ú	Yes Bm	No CpúX
3.	I construct my own thinking for solving problems Sôu ©WfNú]Lú[¼oTRĭ GuàúPV ùNôkR £kRú]úV úYjÖ EÚYôdĭ;ú\ú	Yes Bm	No CpúX
4.	I frame a systematic plan for solving problems Sôu ©WfNú]Lú[¼o[TRĭ JYeLô] šhPjúR EÚYôdĭ;ú\ú.	Yes Bm	No CpúX
5.	I get tired while solving problems ©WfNú]Lú[¼odĭm úTôÖ Sôu úNôoÛ AúP;ú\ú	Yes Bm	No CpúX
6.	I always discuss the problem with my peers for finding solution Sôu ¼oÛLô] GuàúPV SiToLpPu ©WfNú]úV ®Yôšd;ú\ú.	Yes Bm	No CpúX

Appendix-D

ACADEMIC ANXIETY INVENTORY (2012 – 2013)

Rough Draft

Prepared by S. Suji and Dr. R.P. Deepa

Instructions :

Certain statements related to academic anxiety are given below. Read carefully each question and Put a tick (✓) mark on the Choice preferred. Attend all the Questions without omission.

Your response will be kept confidential and used for research purpose only.

S.No.	Statements	Yes	No
1.	I get tension before the examination úRoüdüí Øu]ôp G]dü U] Eú]fNp Yú; \Ö	Yes Bm	No CpúX
2.	I get nervousness while reading the question paper ®]ôRôú[T¶düm úTôÖ G]dü TRt\m HtTÓ; \Ö	Yes Bm	No CpúX
3.	I get depressed while thinking about the result Sôu úRoü Ø¶úYl T± "ú]düm úTôÖ G]dü U] AÝ;Rm HtTÓ; \Ö	Yes Bm	No CpúX
4.	My heart beats very fast during the exam úRo®u úTôÖ GuàúPV CRVm úYLUôL A¶d; \Ö	Yes Bm	No CpúX
5.	I get depressed after writing the exam úRoü Ø¶kR ©u×m G]dü TRt\m "Xü; \Ö	Yes Bm	No CpúX

6.	My confidence level increases when I get good marks G]dĭ SpX UšlùTi ;ûPdĭm úTôÕ GuàûPV Sm©dùL EVo;ĴÕ.	Yes Bm	No CpûX
7.	I feel panic during the examination úRo®u úTôÕ TVm EÚYô;ĴÕ	Yes Bm	No CpûX
8.	I forget easily what I learned Sôu TÿjRûR G°šp U\djúu	Yes Bm	No CpûX

9.	I cannot remember the answers for the questions in the examination úRo®p ®]ðdL°u ®ûPLú[G]dĭ ``û]Û TÓjR ØÿV®pûX	Yes Bm	No CpûX
10.	I get distracted easily GuàûPV LY]m G°šp šûNUôšm	Yes Bm	No CpûX
11.	During exam time I fail to review the important portions úRoÛ úSWjšp ØdjVUô] TôPeLú[šÚl© TÿdL RY±ú]u	Yes Bm	No CpûX
12.	I get confused while writing assignments ®hÓlTôPeLú[GŸÕm úTôÕ ĩZlTm EÚYô;ĴÕ.	Yes Bm	No CpûX
13.	I prefer loneliness always Sôu GlúTôÕm R²úUûV ®Úm×;ú]u.	Yes Bm	No CpûX

14.	I feel hesitation in expressing ideas in the class. Yíl©p LÚjÖdLú[ùY°lTÓjÖm úTôÖ G]dĭ RVdLm HtTÓj\Ö.	Yes Bm	No CpúX
15.	I feel difficulty to communicate with my friends GuàúPV SiToLpPu TZĭm úTôÖ £WUôUôL Es[Ö.	Yes Bm	No CpúX
16.	I feel difficulty in understanding concepts. I lack confidence in addressing the whole class. LÚjÖdLú[x-kÖ ùLôS[L¥]Uô Es[Rôp GuàúPV Sm©dúL ĩú\j\Ö.	Yes Bm	No CpúX
17.	I feel shy in participating the activities in the class Yíl©p Es[SPY¥dúLL°p Teĭ G]dĭ ùYhLUôL LÚjú\ú.	Yes Bm	No CpúX
18.	I get stress if I go late to class Yíl©tĭ RôUŞjÖ úTô]ôp G]dĭ U] AÝjRm YÚj\Ö.	Yes Bm	No CpúX

19.	I feel fear in facing questions in the class Yíl©p úLs®Ls úLhĭm úTôÖ TVm HtTÓj\Ö.	Yes Bm	No CpúX
20.	I get tired when I do lot of work Sôu ``ú\V úYúXLS ùNnĭm úTôÖ úNôöŬ AúPjú\ú	Yes Bm	No CpúX
21.	I can complete the work in time G]dĭ úYúXúV ĩ±l©hP NUVjŞp Ø¥dL Ø¥ĭm	Yes Bm	No CpúX

22.	I feel difficulty in understanding course material taught in the school. Ts°«p ETLWQeLs Lt©dīm úTδÕ AûR x-kÕ ùLôS[L¥]UôL Es[Õ.	Yes Bm	No CpûX
23.	I get bored while listening the class YílúT LY²dīm úTδÕ ®ÚlTm CpXδUp CÚdj\Õ	Yes Bm	No CpûX
24.	I try to escape from responsibilities in the class Yíl©p ùTδβlxL°-ÚkÕ Rl©dL ØVtEdj\ú.	Yes Bm	No CpûX
25.	I cannot perform better in class works G]dī Yíl©p SpX Øú\«p ùNVpLú[ùNnV Ø¥V®pûX	Yes Bm	No CpûX
26.	I feel fear in facing problems ©WfNú]Lú[úS-Óm úTδÕ TVlTÓj\ú.	Yes Bm	No CpûX
27.	I feel headache while studying T¥dīm úTδÕ G]dīj RûXY-dj\Õ	Yes Bm	No CpûX
28.	I spend much time with my friends Sôu GuàûPV SiToLpPu áÓRp úSWm ùNXY-dj\ú.	Yes Bm	No CpûX
29.	I get angry if things are not favourable to me G]dī NôRLUôL CpûX Gu\ôp G]dī úLôTm YÚm	Yes Bm	No CpûX
30.	I feel sleepy while studying	Yes	No

	Sôu T¶dĩm úTôÕ çdLm YÚ;\\Õ.	Bm	CpúX
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31.	My hands are shivering while writing GÝÕm úTôÕ GuàúPV úLLs SÓeĭ;\\Õ	Yes Bm	No CpúX
32.	I worry about my bad performance in study GuàúPV úUôNUô] ùNVpL[ôp Sôu YÚjRlTÓ;ú\\u	Yes Bm	No CpúX
33.	I feel scared when I have lot of works to complete G]dĩ ~ú\\V úYúXúV Ø¶dL CÚdĩm úTôÕ G]dĩ TVm YÚ;\\Õ.	Yes Bm	No CpúX
34.	I worry that I will do badly at my school works Sôu GuàúPV Ts° TôPeLú[úUôNUôL ùNnYRôp G]dĩ YÚjRm YÚ;\\Õ.	Yes Bm	No CpúX
35.	I have trouble in going to schools. Sôu Ts°dĩ úTôĩm úTôÕ L¶]UôL CÚd;\\Õ	Yes Bm	No CpúX
36.	I am good at sports Sôu Su\\ôL ®ú[VôÓúYu	Yes Bm	No CpúX
37.	I feel afraid to talk in front of my class GuàúPV Yĭl©p úTÑmúTôÕ Sôu TVlTÓ;ú\\u	Yes Bm	No CpúX
38.	I feel shaky if my teacher scolds me GuàúPV B£~Vo §hÓm úTôÕ Sôu SÓeĭ;ú\\u.	Yes Bm	No CpúX
39.	I start tremble if I commit any mistake in doing a work. GuàúPV úYúX«p RYß ùNnRôp Sôu SÓeĭ;ú\\u.	Yes Bm	No CpúX
40.	When I take a test, my nervousness causes me to make careless errors.	Yes Bm	No CpúX

	úRoÛ GÝŌm úTδŌ TRt\m LδWQUδL RYβLú[ùNn;ú\.		
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Appendix-E

ACADEMIC ANXIETY INVENTORY (2012 – 2013) Final Draft

Prepared by S. Suji and Dr. R.P. Deepa

Instructions :

Certain statements related to academic anxiety are given below. Read carefully each question and Put a tick (✓) mark on the Choice preferred. Attend all the Questions without omission. Your response will be kept confidential and used for research purpose only.

S.No.	Statements	Yes	No
1.	I get tension before the examination úRoüdü Øu]ôp G]dü U] Eü]fnp Yü; \Ö	Yes Bm	No CpüX
2.	I get depressed while thinking about the result Sôu úRoü Ø¥üYl Tt± ü]düm úTôÖ G]dü U] AÿjRm HtTÖ; \Ö	Yes Bm	No CpüX
3.	My heart beats very fast during the exam úRo®u úTôÖ GuàüPV CRVm úYLUôL A¥d; \Ö	Yes Bm	No CpüX
4.	I get depressed after writing the exam úRoü Ø¥kR ©uxm G]dü TRt\m `Xü; \Ö	Yes Bm	No CpüX
5.	My confidence level increases when I get good marks	Yes	No

	G]dĭ SpX UšlùTi ĵûPdĭm úTôÕ GuàûPV Sm©dùL EVoĵ\Õ.	Bm	CpûX
6.	I forget easily what I learned Sôu TÿjRûR G°šp U\djú\ù	Yes Bm	No CpûX

7.	I cannot remember the answers for the questions in the examination úRo®p®]ôdL°u®ûPLû[G]dĭ"û]Û TÓjR ØÿV®pûX	Yes Bm	No CpûX
8.	I get distracted easily GuàûPV LY]m G°šp šûNUôšm	Yes Bm	No CpûX
9.	I get confused while writing assignments ®hÓ\TôPeLû[GÝÕm úTôÕ ĩZlTm EÚYôĵ\Õ.	Yes Bm	No CpûX
10.	I feel difficulty to communicate with my friends GuàûPV SiToLpPu TZĭm úTôÕ £WUôUôL Es[Õ.	Yes Bm	No CpûX
11.	I get stress if I go late to class Ýl\©ĕĭ RôUšjÕ úTô]ôp G]dĭ U] AÝjRm YÚĵ\Õ.	Yes Bm	No CpûX

12.	I feel difficulty in understanding course material taught in the school. Ts°«p ETLWQeLs Lt©dĭm úTôÕ AûR x-kÕ ùLôš[Lÿ]UôL Es[Õ.	Yes	No
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		Bm	CpúX
13.	I get bored while listening the class YílúT LY ² dīm úTδÕ ®ÚlTm CpXδUp CÚdj\Õ	Yes Bm	No CpúX
14.	I try to escape from responsibilities in the class Yíl©p ùTôβl×L°-ÚkÕ Rl©dL ØVtEdjú\ú.	Yes Bm	No CpúX
15.	I cannot perform better in class works G]dĭ Yíl©p SpX Øú\«p ùNVpLú[ùNnV Ø¥V®púX	Yes Bm	No CpúX
16.	I feel fear in facing problems ©WfNú]Lú[úS-Óm úTδÕ TVlTÓj\ú\ú	Yes Bm	No CpúX
17.	I feel headache while studying T¥dīm úTδÕ G]dĭj RúXY-dj\Õ	Yes Bm	No CpúX
18.	I spend much time with my friends Sôu GuàûPV SíToLbPu áÓRp úSWm ùNXY-dj\ú\ú.	Yes Bm	No CpúX
19.	I get angry if things are not favourable to me G]dĭ NôRLUδL CpúX Gu\ôp G]dĭ úLδTm YÚm	Yes Bm	No CpúX

20.	My hands are shivering while writing GÝÕm úTδÕ GuàûPV úLLs SÓej\Õ	Yes Bm	No CpúX
21.	I worry about my bad performance in study	Yes	No

	GuàùPV úUδNUδ] ùNVpL[ôp Sôu YÚjRlTÓjú\u	Bm	CpûX
22.	I feel scared when I have lot of works to complete G]dĩ "ú\ V úYúXúV Ø¶dL CÚdĩm úTôÕ G]dĩ TVm YÚj\Õ.	Yes Bm	No CpûX
23.	I feel afraid to talk in front of my class GuàùPV Yĩl©p úTÑmúTôÕ Sôu TVlTÓjú\u	Yes Bm	No CpûX
24.	I feel shaky if my teacher scolds me GuàùPV BÉ-Vo ŞhÕm úTôÕ Sôu SÓeĩjú\u.	Yes Bm	No CpûX
25.	I start tremble if I commit any mistake in doing a work. GuàùPV úYúX«p RYß ùNnRôp Sôu SÓeĩjú\u.	Yes Bm	No CpûX
26.	When I take a test, my nervousness causes me to make careless errors. úRoÛ GÝÕm úTôÕ TRt\m LôWQUδL RYßLú[ùNnjú\u.	Yes Bm	No CpûX