

A Study on Higher Secondary Students Personal Problems, Study Involvement and Academic Achievement

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Abstract: *The study aims to find out the level of Students Personal Problems, Study Involvement and Academic Achievement among the higher secondary school students. Sampling techniques that was used for the selection of the sample in this case was random sampling technique. A total of 306 higher secondary school students were selected from three different schools in Usilampatti education district. The investigator selected 102 students from government school, 102 students from Government Aided School and 102 students from Private school. Personal data sheet developed by the investigator, Students Personal Problems Questionnaire is developed by N.N.Wig & R.N.Nagapal, (1980). Study Involvement scale is developed Jayalakshmi Indiresan (1978) were used to collect data. Results were statistically analyzed through 't' test, and 'f' test. Gender has an impact on students personal problems, study involvement and academic achievement. Students Personal Problems, Study Involvement and Academic Achievement are related to each other.*

Keywords: Students Personal Problems, Study Involvement, Academic Achievement, Psychological Problems, Higher Secondary Students.

1. Introduction

Education is essential for everyone. It is the level of education that helps people earn respect and recognition. Education is an indispensable part of life both personally and socially. Students represent the society's investment for future. Their mental health and well-being are important not only in its own right but also as a factor contributing to the larger interest of the society. Education plays a significant role in transforming one's life globally. The very purpose of education in India is to help out the backwards to generate productivity in terms of personal advancement and thereby attain higher levels of prosperity. Education is required to unlock the doors to modernization so that an effective transition is possible from traditional to modern sectors. Academic stress, anxiety and depression among students are great concern for the future society. Every nation invests lot of money on education. However research survey on students reports at any given time there will be 10 to 20 % of student population is suffering from psychological problems Stress, Anxiety, Depression etc. School students frequently have more complex problems today than the past. The common stressors among school students include greater academic demands, changes in family relations, changes in social life, exposure to new people, ideas and temptations.

Moser and Moser (1963) believe general problems of personal nature as found in the school, college, and university students besides the academic achievement problems are lack of social aptitudes, romantic involvements, problems of finance, undesirable habits and lack of self-sufficiency.

1.1 Problems faced by higher secondary students in India

Students all over the world face a number of problems. This is very much true in the case of India also. The student

community is affected by lots of problems. Lack of quality education, the threat of unemployment, absence of adequate opportunities, the politicization and criminalization of academic life, rampant corruption and nepotism and a host of such factors dishearten the students and sometimes lead to law and order problems. As students are the future citizens of the world, every country should shoulder the responsibility of providing an immaculate environment to the students.

1.2 Educational or academic problems

In India, the pressure of the educational system has taken its toll on the children. Children who are barely out of their infancy are made to identify various objects and display courtesy for admission into kindergarten. Their admission is secured after the school authorities are convinced of the financial security of the parents. The educational system in India judges the child on the basis of his/her performance in the annual examination held at the end of every session. Good marks are awarded to those children who are able to reproduce their answers verbatim on the answer sheets. The students, therefore, learn their lessons by heart and do not make any effort to understand them. Being theoretical, education has made the children mechanical as they do not attempt the practical application of the knowledge. Less bright students find it impossible to compete in the present system and drop out of schools. Some students find it difficult to cope with the pressure and take refuge in drugs, alcohol, cigarettes and so on. Such habits are usually initiated at the behest of their friends. Parental and peer pressure to secure good marks hampers the proper development of the child.

1.2.1 Social Problems

Casteism, communalism and regionalism are some of the problems in the body politic of the society which misguide the youth. Increasing delinquency, violence, terrorism and fissiparous tendencies and use of inappropriate means to get one's ends served are threats to the national integration and social cohesion. Indian society still suffers from evils like child labour, child marriage, untouchability, and discriminatory treatment to women, violation of human rights etc. The social issues greatly affect the education of the students. Strengthening national and social cohesion in a diverse and plural society, accelerating the process of economic growth, improving the life of the downtrodden and the people living below the poverty line, removing the widely prevalent ignorance, superstition and prejudices from the masses, inculcating scientific temper and developing a critical awareness about the social realities of Indian life are some of the issues which call for immediate attention.

1.2.2 Political Problems

Politicisation of education, education policy of governments, political interference in education administration spoils the quality of education and leads the students to be a partisan of a political party. With the growing population, along with reservations, the youth today would find it difficult to get a job.

1.2.3 Economic Problems

The quality of a nation's education is a key factor in the economic growth of nations in the labour market performance of individuals and in providing a pathway out of poverty. Over and above performance in the labour market, being literate and numerate empowers people to meaningfully participate in society. The relationship between education and socio-economic status is somewhat circular. Children born into poor families face an educational disadvantage from before birth and throughout their education, such that socio-economic status to a large extent determines educational outcomes, which in turn determine the socio-economic status of the next generation. Schools therefore are a mediating layer which influences the intergenerational transmission of socio-economic status.

1.2.4 Cultural Problems

Minorities, immigrants, and foreign nationals face exceptionally tough challenges at education institutions. They frequently face cultural and racial differences that can interfere with their personal, social, and academic growth. In some cases, the family identity conflicts with the emerging new identity of the young adult away from home. In other cases, family expectations based on the culture of their country of origin cause the student to feel guilt and shame during this time of self-exploration and growth. These students are especially vulnerable to the emotional tug-of-war between new opportunities and family expectations.

1.2.5 Problems related to Academic aspects

Academic problems of students include, study difficulties, examination anxieties, actual or apprehended achievement, difficulty in concentration, difficulty in remembering, unable to study properly, easily distractible unable to understand the language, difficulty or affinity towards a particular subject, no interest in studies. Other problems of students related to

academics include, ineffective study methods, despite investing a great deal of time in studies, one cannot manage to get the information to stick. Despite feeling well prepared, the questions on the actual examination are completely different from what is expected. So students are totally confused. Problems in trying to divide one's time between studying and other activities. Examination nerves and other types of fear of failure can seriously impede students' progress. There are many problems that do not fall in the ambit of purely academic problems of students are given as follows.

1.3 Problems related to Non-academic aspects:

(a) Adjustment Problems: Poor socialization, home sickness, feeling, loneliness, alienation in a changed environment, etc. are related to students adjustment problem.

(b) Emotional Problems: Frustration, upsetting, inferiority over a physical handicap or some other actual or imagined limitation and emotional instability, feelings of worthlessness of life, excessive worrying, excessive fantasies, frequent sad moods, feelings of loneliness, suicidal fantasies, idealistic thinking, excessive day-dreaming, indecision, lack of self-confidence, feelings of insecurity, poor socialization, identity crisis are related to emotional problems of students. **(c) Sexual Problems:** Relating to auto-erotic practices and associated feelings of guilt and anxiety are the indications of sexual problems of students.

(d) Physical Problems: Anxiety in physical symptoms heaviness of head, strain in eyes on the study, insomnia or excessive sleep, fatigue, headache, nausea and giddiness, fits of unconsciousness, etc. are related to physical problems that students face in their life.

1.4 Study Involvement

Involvement is very essential in all the activities to complete a particular work/task with success. In education, students can achieve in their studies only when they totally involve in their studies.

In view of **Morse and Wingo (1970)** study involvement implies keen interest in the task, working with persistence and imagination and sharing the responsibility for own learning. **Yan Off (1973)** defined study involvement as a degree of affect or feeling of being actively involved in one's own learning process. Involvement in studies not only makes the learning a pleasant activity but also yields enhancement in learning outcomes of higher order and develops positive attitudes towards learning and facilitates creative productivity.

Study involvement arises among students on the basis of the following factors.

(a) Interest: Interest may be referred to as the key factor and a driving force that helps in paying attention as well as remaining engaged in the attended activities.

(b) Motivation: Motivation as a process or behaviour refers to reinforced, selective and goal-directed behaviour initiated and energized by a motive which aims to maintain balance and equilibrium of the person in his/her environment by keeping his/her basic needs satisfied.

(c) Need: When all the needs of a student are fulfilled then the student automatically shows their involvement in studies.

(d) Environment: A good and healthy environment boosts the study involvement of the students.

(e) Teacher: Teachers play a vital role in the academic activities of students. Students believe their teachers more than any other sources. So the study involvement of a student is identified with the nature of his/her teacher.

(f) Curriculum: The nature of curriculum or the subject(s) of study also determines the study involvement of students. Because some students have a liking over a particular subject and not all subjects.

(g) Parents: In every one's life parents play a major role. Parents should be a role model for their children. In this condition, education of a child is mainly in the needs of the parents when the parents are more enthusiastic to educate their children. The study involvement of the student will get charged.

(h) Peer relation: In adolescence age, students have their own group and they are very intimate with each other in their group. Such relationship in a classroom is one of the components in developing the student's study involvement.

(i) Socio-economic status: Number of students becomes drop out due to their socio-economic status. Therefore, socio-economic status has its own specific place in student involvement towards studies. **(j) Academic achievement:** Achievement is actual performance. It is what a person does, regardless of his/her capacities.

According to **Henry E. Garrett (2007)**, "Achievement means actual performance often used in reference to score on educational tests or to school grades". According to **Baron and Bernard (2007)**, "The concept of achievement involves the interactions of three factors namely aptitude of learning, readiness of learning and opportunity of learning. Besides these factors, the concept involves, health and physical fitness, motivation and special aptitudes, emotional balance, imbalances and psychological factors like interest towards the academics".

Bloom's found the home circumstances of the child, affected the school achievement more than the school did. The factors affect the academic achievement of the children includes the class marks, time spent in going and returning from school, parental interest in education of pupils, family size, details about the other family members, leisure time activities, facilities in the school, home work, class test(s), composition work, pupils attitudes towards school life, type of punishment in the school, attendance, co-curricular activities, sports etc. The factors that affect the academic achievement of the students are broadly classified in to students factors, teacher factors, subject of study/curriculum factors, social factors, educational factors, organizational factors, administrative factors and so on.

2. Need for the study

Education is important for everyone to lead successful life, especially for students in higher secondary school level as their progress in education marks the criteria for choosing their future studies. Hence the higher secondary school level is the most crucial stage in the academic life of a student. It is said to be a foundation stage for college and further learning and to establish successful career. Every student should be enlightened with right way to attain an interest in the field of education. Higher secondary school students are

mostly adolescents. Adolescence stage is a highly critical period in the life of all students to choose their own interest in the field of education. The impact of personal problems is an important one among the students', especially for higher secondary school students. The importance of the present study is to focus mainly on higher secondary students personal problems, study involvement and academic achievement and also to know its relations.

3. Method of Study

As the study intends to collect data pertaining to personal problems, study involvement and academic achievement among higher secondary school students, survey method was used. Survey method is to describe and interpret what exists at present. The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the statics that result when data result when data are abstracted from a number of individual cases.

4. Population and Sample of the Study

The validated tools were made use of for the main study to collect the necessary data for the present study. A randomly selected 306 higher secondary (+1) students had been involved for the present study from Madurai District. The sample distribution of the sample included in the study has been presented as below

S.NO	Management of the School	Boy	Girls	Total
1	Government Schools	51	51	102
2	Aided Schools	51	51	102
3	Private Schools	51	51	102
	Total	153	153	306

5. Objectives of the Study

- 1) To find out the significant difference in the personal problems of higher secondary students based on gender with regarded to type of school and type of management.
- 2) To find out the significant difference in the study involvement of higher secondary students based on gender with regarded to type of school and type of management.
- 3) To find out the significant difference in the academic achievement of higher secondary students based on gender with regarded type of school and type of management.

6. Hypotheses of the Study

1. There is no significant difference in the personal problems of higher secondary students based on gender with regarded to type of school and type of management.
2. There is no significant difference in the study involvement of higher secondary students based on gender with regarded to type of school and type of management.
3. There is no significant difference in the academic achievement of higher secondary students based on gender with regarded type of school and type of management.

7. Tools used for the Study

The following tools have been used in the present study. 1) Personal Information Schedule developed by the Investigator. 2) Personal Problems Questionnaire developed and validated by N.N.Wig & R.N.Nagapal (1980) was adopted by the Investigator. 3) Study Involvement Scale developed and validated by Jayalakshmi Indiresan (1978) was adopted by the Investigator. 4) Total marks obtained by the +1 in students Quarterly Examinations (September, 2013) is treated as Academic Achievement.

7.1 Main Study

The validated tools were used for main study to collect the necessary data through survey method. The study was carried out in government school, government aided school and private schools of Usilampatti education district of Madurai region in Tamilnadu. In this investigation, the main purpose was to study the personal problems, study involvement and academic achievement of higher secondary students.

Table 1: Mean, Standard Deviation, Critical Ratio on Personal Problems of higher secondary school students with regard to Gender.

Variable	Gender	N	Mean	S.D	C.R	L.S
Personal Problems	Boys	153	8.73	4.96	3.874	0.01
	Girls	153	10.91	4.90		

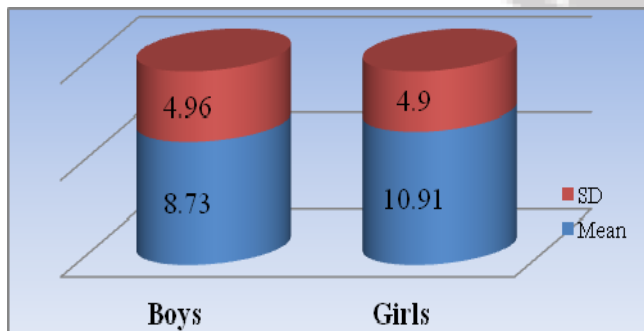


Figure 1: Mean, Standard Deviation, on Study Involvement of higher secondary school students based on Gender.

From the above table 1, it is observed that the obtained C.R value (3.874) is higher than the table value (2.58) at 0.01 level of significance. Therefore, it is concluded that there exists significant difference in the Personal problems of higher secondary school students based on gender. Hence the null hypothesis is rejected. Form the above, it is noted that the female students have more mean (10.91) score on personal problems than their counter part (Mean=8.73), which indicates that female students are experiencing more personal problems.

Table 2: Mean, Standard Deviation, Critical Ratio on Study Involvement of higher secondary school students with regard to Gender

Variable	Gender	N	Mean	S.D	C.R	L.S
Study Involvement	Boys	153	23.54	6.35	0.692	N.S*
	Girls	153	23.08	5.15		

*N.S - Not Significant

From the above table 2, it is observed that the obtained C.R value (0.692) is lesser than the table value (1.96) at 0.05 level of significance. Therefore, it is inferred that there exist no significant difference in the study involvement of higher secondary school students based on gender. Hence the null hypothesis is accepted.

Table 3: Mean, Standard Deviation, Critical Ratio on Academic Achievement of higher secondary school students with regard to Gender

Variable	Gender	N	Mean	S.D	C.R	L.S
Academic Achievement	Boys	153	49.97	11.64	7.567	0.01
	Girls	153	60.07	11.70		

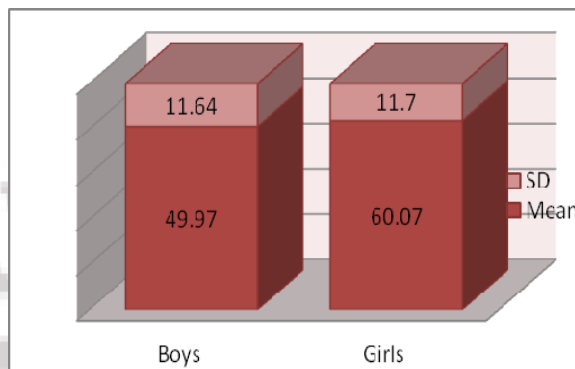


Figure 2: Mean, Standard Deviation, on Study Involvement of higher secondary school students based on Academic

Achievement. From the above table 3, it is observed that the obtained C.R value (7.567) is higher than the table value (2.58) at 0.01 level of significance. Therefore, it is concluded that there exists significant difference in the academic achievement of higher secondary school students based on gender. Hence the null hypothesis is rejected. Form the above, it is noted that the female students have more academic achievement mean score (Mean=60.07) than their counter part (Mean=49.97), which indicates that female students are more involved in studies.

Table 4: ANOVA on Personal Problems of higher secondary school students based on Type of School

Variable	Sum of Squares	DF	Mean Squares	F-test	L.S	
Personal problems	Between Groups	113.266	2	56.633	2.247	N.S*
	Within Groups	7636.486	303	25.203		
	Total	7749.752	305			

*N.S - Not Significant

From the above table 4, it is observed that the obtained F value (2.247) is less than the table value (3.02) at 0.05 level of significance. So, it is concluded that there exists no significant difference in the personal problems of higher secondary school students based on type of school. Hence the null hypothesis is accepted.

Table 5: ANOVA on Study involvement of higher secondary school students based on Type of School

Variable		Sum of Squares	DF	Mean Squares	F-test	L.S
Study Involvement	Between Groups	1160.22	2	580.110	19.46	0.01
	Within Groups	9031.66	303	29.807		
	Total	10191.88	305			

From the above table 5, it is observed that the obtained F value (19.462) is higher than the table value (4.66) at 0.01 level of significance. Therefore, it is inferred that there exists significant difference in the study involvement of higher secondary school students based on type of school. So, further analysis has been done to find the significant difference among the groups. **Hence the null hypothesis is rejected.**

Table 5(a): Mean, Standard Deviation, Critical Ratio on Study Involvement of higher secondary school students based on Type of school.

Variable	Type of school	N	Mean	S.D	C.R	L.S
Study Involvement	Boys	51	26.59	6.81	1.064	N.S*
	Girls	51	25.47	5.11		
	Boys	51	26.59	6.81		
	Co- education	204	21.96	5.06	2.675	0.01
	Girls	51	25.47	5.11	4.397	0.01
	Co- education	204	21.96	5.06		

*N.S - Not Significant

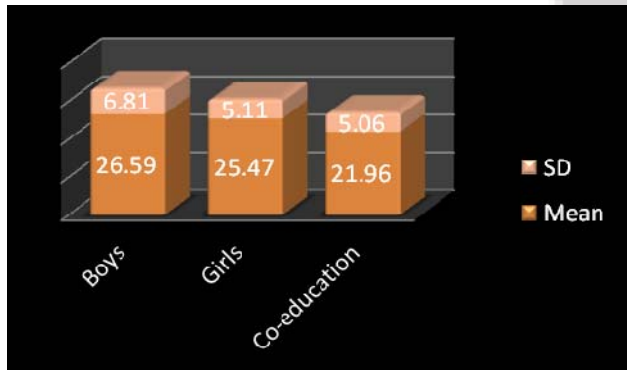


Figure 3: Mean, Standard Deviation, on Study Involvement of higher secondary school students based on Type of Management.

From the above table 5(a), it is inferred that the higher secondary school students significantly differ in the study involvement with regard to boys and co-education schools, girls and co-education schools at 0.01 level. But in the other case no significant difference is noticed. Among these group of students, boys school students have more mean score in the study involvement (Mean=26.59), than the study involvement of girls school students (Mean=25.47), and the co-education school students study involvement (Mean=21.96). This result indicates that students of boys school have more study involvement than the students belonging to girls schools and co-education school.

Table 6: ANOVA on Academic Achievement of higher secondary school students based on Type of School

Variable		Sum of Squares	DF	Mean Squares	F-test	L.S
Academic Achievement	Between Groups	10974.16	2	5487.08	43.47	0.01
	Within Groups	38242.76	303	126.21		
	Total	49216.92	305			

From the above table 7, it is observed that the obtained F value (43.475) is higher than the table value (4.66) at 0.01 level of significance. Therefore, it is inferred that there exists significant difference in the academic achievement of higher secondary school students based on type of school. So, further analysis has been done to find out the significant difference between the groups. **Hence the null hypothesis is rejected.**

Table 6(a): Mean, Standard Deviation, Critical Ratio on Academic Achievement of higher secondary school students based on Type of school

Variable	Type of school	N	Mean	S.D	C.R	L.S
Academic Achievement	Boys	51	46.76	6.81	11.99	0.01
	Girls	51	67.00	5.11		
	Boys	51	46.76	6.81		
	Co- education	204	54.08	12.35	4.182	0.01
	Girls	51	67.00	5.11	11.43	0.01
	Co- education	204	54.08	12.35		

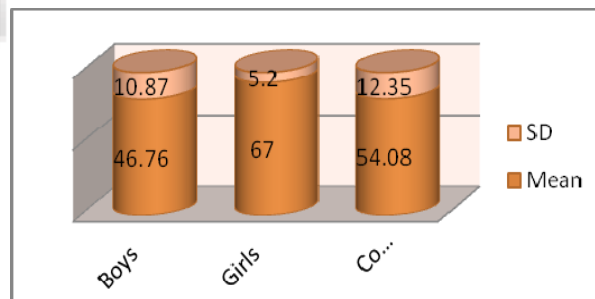


Figure 4: Mean, Standard Deviation, on Academic Achievement of higher secondary school students based on Type of Management.

From the above table 6(a), it is inferred that the higher secondary school students significantly differ in the academic achievement with regard to boys and girls, boys and co-education school students in the academic achievement. Among these group of students, students of girls school have more mean score (Mean=67.00) on academic achievement, than the students of co-education school (Mean=54.08), and the students of boys school (Mean=46.76). This result indicates that students in girls school concentrate more on academic achievement.

Table 7: ANOVA on Personal Problems of higher secondary school students based on Type of Management

Variable		Sum of Squares	DF	Mean Squares	F-test	L.S
Personal Problems	Between Groups	33.18	2	16.592	0.651	N.S*
	Within Groups	7716.57	303	25.467		
	Total	7749.75	305			

*N.S - Not Significant

From the above table 7, it is observed that the obtained F value (0.651) is less than the table value (3.02) at 0.05 level of significance. So, it is concluded that there exists no significant difference in the personal problems of higher secondary school students based on type of management. **Hence the null hypothesis is accepted.**

Table 8: ANOVA on Study Involvement of higher secondary school students based on Type of Management

Variable		Sum of Squares	DF	Mean Squares	F-test	L.S
Study Involvement	Between Groups	1131.94	2	565.97	18.928	0.01
	Within Groups	9059.94	303	29.90		
	Total	10191.88	305			

From the above table 8, it is observed that the obtained F value (18.928) is higher than the table value (4.66) at 0.01 level of significance. Therefore, it is inferred that there exist significant difference in the study involvement of higher secondary school students based on type of management. So, further analysis has been done to find the significance difference among these groups. **Hence the null hypothesis is rejected.**

Table 8: (a) Mean, Standard Deviation, Critical Ratio on Study Involvement of higher secondary school students based on Type of Management.

Variable	Type of management	N	Mean	S.D	C.R	L.S
Study Involvement	Govt	102	26.03	6.14	5.438	0.01
	Govt.Aid	102	21.82	4.84		
	Govt	102	26.03	6.14	4.918	0.01
	Private	102	22.09	5.27		
	Govt.Aid	102	21.82	4.84	0.381	N.S
	Private	102	22.09	5.27		

N.S - Not Significant

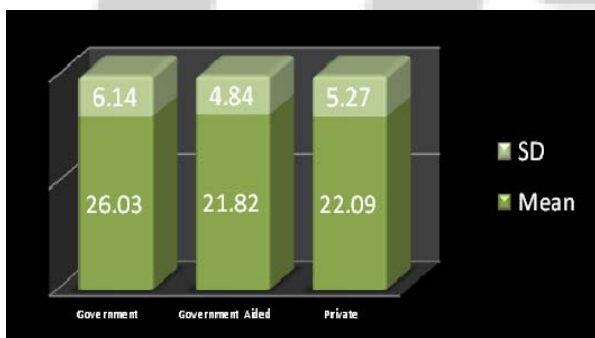


Figure 5: Mean, Standard Deviation, on Study Involvement of higher secondary school students based on Type of Management

From the above table 8(a), it is inferred that the higher secondary school students significantly differ in the study involvement with respect to government and government aided, government and private schools. But in the other case no significant difference is noticed. Among these group of students, students studying in government school have more mean score (Mean=26.03) in the study involvement when compared to the students private schools (Mean=22.09) and government aided schools (Mean=21.82).

Table 9: ANOVA on Academic Achievement of higher secondary school students based on Type of Management

Variable		Sum of Squares	DF	Mean Squares	F-test	L.S
Academic Achievement	Between Groups	861.575	2	430.788	2.699	N.S
	Within Groups	48355.34	303	159.589		
	Total	49216.918	305			

N.S - Not Significant

From the above table 9, it is observed that the obtained F value (2.699) is less than the table value (3.02) at 0.05 level of significance. Therefore it is inferred that there exists no significant difference in the academic achievement of higher secondary school students based on type of management. **Hence the null hypothesis is accepted.**

8. Conclusion

The purpose of the present investigation was to study the personal problems, study involvement and academic achievement among higher secondary school students of Usilampatti education district of Madurai region, Tamilnadu in selected schools. The present study reveals that the higher secondary school students have only moderate level of personal problems, study involvement and academic achievement. Therefore the higher secondary school students who are also the basic pillars of the educational system of India need to be provided all kind of support from the family, school, society and the nation, to establish a strong community bond desirable for the progress of human kind.

9. Educational Implications

The present study show that the girls are experiencing more personal problems, so the teachers can provide supportive measures to reduce the stress and anxiety experienced by them. Although girls, according to the present study, out-perform the boys in academics, such problems that may be physical or mental persisting in them can affect their motivation and hinder the completion of the goal directed activities. The results of the present study show that the students studying in the co-education schools show significantly less study involvement than that of the other two types of schools. The teachers in such schools can encourage group involvement in the academic activities, with the group involving both the genders, thereby allowing them to share the best advantages of all the students in planning and organizing the study materials, proper management of time while involving in such academic activities etc. It is important for the teachers to have a private conversation with the students and collect information related to their personal problem. Based on it they have to direct the students either

for personal counseling or academic counseling. Keeping in mind the campus resources and better understanding of the student's situation the teacher can either provide help personally or make use of the professional services on the campus to provide the required support to the students with the personal problems. It is also important for the school management and the teachers to communicate with the parents of the students its by providing motivation for educational achievement.

10. Suggestion for Further Research

- 1) This study was conducted only at higher secondary schools students of Usilampatti education district and it can be extended to other education districts of Madurai region, Tamilnadu.
- 2) The present study is confined only to higher secondary school students to make the findings of this study more universal, a comprehensive study of this type involving higher secondary schools can be under taken.
- 3) A study in the similar line may be under taken by including more number of back ground variables.
- 4) The sample size is restricted to 306 higher secondary schools students in the present study. Further study can be done by including more number of samples.
- 5) Similar study can be undertaken on the higher secondary schools students of various states.
- 6) Other psychological variables can also be included in the future study.

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Dr.S.Mani, M.A., M.Ed., M.Phil., PGDHE., Ph.D., (Professor, Dept. of Educational Planning and Administration) working in Tamilnadu Teachers Education University, Chennai - 600005., Tamilnadu, India. He has 25 years of teaching experience and more than 15 years of research experience. He has published 15 research papers in national and international research journals, 62 papers presented at state, national and international seminars in India. He has published 20 research articles in the conference proceedings at international venues. He guided 47 M. Ed, 23 M. Phil projects. 15 PhD scholars have been under her supervision and guiding at present.