



# “A STUDY ON TEACHING METHODS OF PRIVATE AND GOVERNMENT SCHOOL, STUDENTS TEST ANXIETY LEVEL ON PREPARING FOR BOARD EXAMS”

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## Abstract:

This paper analysed to examine the pros and cons of teaching methods in preparation for board exam for 10<sup>th</sup> grade in Chennai which includes both Private and Government school. We examine background of the student, type of school including race, educational attainment and socioeconomic status. After controlling for background characteristics, we find the teaching methods by the way how the students prepare for final exam. Students may perceive that Teacher involvement and Teacher communication are more easily facilitated and valued in private schools. We also find students anxiety level during preparation on exams.

## I. Introduction:

Education is a process of training and instruction. It is a process that promotes intelligence, ongoing process enables an individual to be industrious and ensures progress. The concept of education is dynamic and its meaning also changes according to the need of time and situation.

## II. Review of Literature:

**Hoxby, C, M. (2002)** This investigates whether schools that face stronger choice-based incentives have greater demand for certain teacher characteristics and (if so) which teacher characteristics.

**Steven G, Eric Hanushek A, John F** This paper disentangles the impact of schools and teachers teaching methods in influencing achievement with special attention given to the potential problems.

**III. RESEARCH METHODOLOGY:**

The research study is based on DESCRIPTIVE research design to obtain the opinion of the respondents. The Primary source of data was directly collected from the respondents using Questionnaire. Secondary data were collected from the articles, Journals and website. This tools enables the report results and make interpretations. How the data is analysed depends on the goals of the project and the type of data collected. In order to analyse descriptive data analyses and statistical tools used such as Percentage method, Annova, Correlation.

**IV.OBJECTIVE:**

- To Identify the teaching methods, which are applied by the teachers of Govt. and Private Schools to give quality education to the students.
- To find out the problems encountered by students and level of Academic stress of both private and government school in preparation for board exams.

**V.DATA ANALYSIS AND INTERPRETATION:****1.ANNOVA:****Hypothesis:**

Null Hypothesis ( $H_0$ ): There is no significant difference between Gender of the respondents and their opinion on Pressurization of higher marks.

Alternative Hypothesis ( $H_1$ ): There is significant difference between Gender of the respondents and their opinion on Pressurization of higher marks.

ANOVA					
GENDER					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.386	4	.096	.412	.800
Within Groups	26.914	115	.234		
Total	27.300	119			

**INTERPRETATION:**

From the result it is interpreted that significant (Two – Tailed) value is 0.800 which is greater than 0.05. So  $H_0$  is accepted and  $H_1$  is rejected. There is no positive difference between Gender of the respondents and their opinion on Pressurization of higher marks.

**2.CORRELATION:****HYPOTHESIS:**

**Null Hypothesis (H<sub>0</sub>):** There is positive relationship between Kind of Stress (Sleeping difficulty, discomfort in daily routine, Both)and respondents opinion on Grades are the most pressing factor in Academic context.

**Alternative Hypothesis (H<sub>1</sub>):** There is Negative relationship between kind of Stress (Sleeping difficulty, discomfort in daily routine, Both)and respondents opinion on Grades are the most pressing factor in Academic context.

Correlations			
		KIND OF STRESS	GRADES ARE THE MOST PRESSING FACTOR IN ACADEMIC CONTEXT
KIND OF STRESS	Pearson Correlation	1	.035
	Sig. (2-tailed)		.702
	N	120	120
GRADES ARE THE MOST PRESSING FACTOR IN ACADEMIC CONTEXT	Pearson Correlation	.035	1
	Sig. (2-tailed)	.702	
	N	120	120

**INTERPRETATION:**

Since r is Positive there is positive relationship between Kind of Stress (Sleeping difficulty, discomfort in daily routine, Both)and respondents opinion on Grades are the most pressing factor in Academic context.

**VI. FINDINGS:**

- ✚ There is no positive difference between Gender of the respondents and their opinion on Pressurization of higher marks.
- ✚ Since r is Positive there is positive relationship between Kind of Stress (Sleeping difficulty, discomfort in daily routine, Both)and respondents opinion on Grades are the most pressing factor in Academic context.

**VII. CONCLUSION:**

The study reveals that there is no positive difference between gender of the respondents and their opinion on Pressurization of higher marks but there is positive relationship between kind of stress and respondents opinion on Grades are the most pressing factor in Academic context.

**VIII. REFERENCE:**

- R. Lewis, "Teachers Coping with the Stress of Classroom Discipline", "Social Psychology of Education", Issue 3, ISSN No,155-171, 1999.
- Solanki, Evans, "A Comparative Study of Higher-Order Thinking and Teaching in the United States and United Kingdom"(2020), "The Journal of Education Economy", Vol 35,Issue 2 P.No.45-63.
- Rebecca T Sivaraja, "A Review of Innovative Teaching Methods(2019)" "Journal of Economic Education" Volume 20, Issue 6.