

INTERACTION EFFECT OF GENDER PEER RELATIONSHIP AND ACADEMIC ANXIETY ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Year of Study : 2012

**OBJECTIVE**

- To test whether the variables gender, peer relationship and academic anxiety have significant main effects on academic achievement of secondary school students.
- To test whether the variables gender, peer relationship and academic anxiety have significant interaction effect on academic achievement of secondary school students.

**METHODOLOGY**

**Method** : Survey  
**Sample** : 600 IX standard students  
**Tool** : Peer relationship scale, Scale of academic anxiety  
**Statistical Technique** : Three-way analysis of variance, T-test

**RESULT**

- Gender has main effect on academic achievement of secondary school students
- The mean scores of academic achievements of female students are better than the male students
- Peer relationship and academic anxiety has no significant main effects on academic achievement of secondary school students.
- There is no significant interaction effect of gender peer relationship and academic anxiety on academic achievement of secondary school students

**KEYWORDS:** Gender, peer relationship, academic anxiety, academic achievement