

₹ 200

ISSN - 2249-555X

Volume : 1

Issue : 8

May 2012



Journal for All Subjects

www.ijar.in

Listed in International ISSN Directory, Paris.



ISSN - 2249-555X

Indian Journal of Applied Research

Journal for All Subjects

Editor-In-Chief

Dr A Kumar

Director, College Development Council (CDC)
Director, Internal Quality Assurance Cell (IQAC)
Professor in Management,
Department of Business Administration, Faculty of Management,
Bhavnagar University,

Editorial Advisory Board

Dr. S. N. Pathan
Maharashtra

Dr. SM. Ramasamy
Gandhigram

Dr. M. M. Goel
Kurukshetra

Dr. S. Ramesh
Tamil Nadu

Dr Ramesh Kumar Miryala
Nalgonda.

Dr. B. Rajasekaran
Tirunelveli

Dr. A. R. Saravankumar
Tamilnadu

Dr. Roy M. Thomas
Cochin

Dr. G. Selvakumar
Salem

Dr. Apurba Ratan Ghosh
Burdwan

Dr. Shrawan K Sharma
Uttarakhand

Dr. Sudhanshu Joshi
Uttarakhand

Prof. (Dr.) B Anandampilai
Pudhukottai

Advertisement Details

Position	B/W (Single Color)	Fore Color
Full Inside Cover	₹ 6000	₹ 12500
Full Page (Inside)	₹ 5000	-

Subscription Details

Period	Rate	Discount	Amount Payable
One Year (12 Issues)	₹ 2400	Nil	₹ 2400
Two Year (24 issues)	₹ 4800	₹ 200	₹ 4600
Three Year (36 issues)	₹ 7200	₹ 300	₹ 6900
Five Year (60 issues)	₹ 12000	₹ 600	₹ 11400

You can download the Advertisement / Subscription Form from website www.ijar.in. You will require to print the form. Please fill the form completely and send it to the **Editor, INDIAN JOURNAL OF APPLIED RESEARCH** along with the payment in the form of Demand Draft/Cheque at Par drawn in favour of **INDIAN JOURNAL OF APPLIED RESEARCH** payable at Ahmedabad.

1. Thoughts, language vision and example in published research paper are entirely of author of research paper. It is not necessary that both editor and editorial board are satisfied by the research paper. The responsibility of the matter of research paper/article is entirely of author.
2. Editing of the Indian Journal of Applied Research is processed without any remittance. The selection and publication is done after recommendations of at least two subject expert referees.
3. In any condition if any National/International University denies accepting the research paper published in IJAR, then it is not the responsibility of Editor, Publisher and Management.
4. Only the first author is entitled to receive the copies of all co-authors
5. Before re-use of published research paper in any manner, it is compulsory to take written permission from the Editor-IJAR, unless it will be assumed as disobedience of copyright rules.
5. All the legal undertaking related to Indian Journal of Applied Research is subject to Ahmedabad Jurisdiction.
7. The research journal will be sent by normal post. If the journal is not received by the author of research papers then it will not be the responsibility of the Editor and publisher. The amount for registered post should be borne by author of the research paper in case of second copy of the journal.

Editor,

Indian Journal Of Applied Research

8-A, Banans, Opp. SLU Girls College, New Congres Bhavan, Paldi,
Ahmedabad-380006, Gujarat, INDIA

Contact.: +91-9824097643 E-mail : editor@ijar.in

INDEX

Sr. No.	Title	Author	Subject	Page No.
1	Accounting Programs for Cost Accounting	Prof. Kalola Rimaben A.	Accountancy	1-3
2	Petrography of the Volcanic and Metavolcanic Rocks of Middle Siang Valley, East Siang District, Arunachal Pradesh, India	P. Bhattacharyya , T.K. Goswami, C. Teye	Applied Geology	4-8
3	Petrography and geochemistry of the host rock of sulphide mineralisation in Potin area, Subansiri district, Arunachal Pradesh, India	P. Bhattacharyya , B.K. Tamuli, D. Majumdar	Applied Geology	9-13
4	Better Work Environment for Small Scale Industries in Developing Countries	Tapan Kumar Majumdar	Architecture	14-15
5	Generation of Bioelectricity from Waste water and Cow's urine	H.Vignesh, Hema Kalai Rani	Biotechnology	16-19
6	Constraints in Grapes Production: An Experience of Tamil Nadu Grapes Growers	Mr. Suresh. G, Dr. S. Krishnamurthy	Commerce	20-22
7	Determinants Of Dividend – A Study With Reference to Selected Companies in India	Dr.M.N.Periasamy	Commerce	23-26
8	Coffee Consumption in India: An Exploratory Study	Shri Arvind A. Dhond	Commerce	27-29
9	A Study on Impact of Women of Self Help GROUPs	D. Bhuvana	Commerce	30-31
10	Impact Of Micro Finance Through Shg-Bank Linkage Programme In Salem District, Tamilnadu	Dr. M. Sumathy, E. Nixon Amirtharaj	Commerce	32-33
11	“A Study On Job Stress With Special Reference To Textile Industries In Tirupur”	DR.M. DHANABHAKYAM , T.SUMATHI	Commerce	34-37
12	The Role of Individual Enterprise and Entrepreneurship in The Economic Development of India, Challenges and Opportunities	A.K.Chandra, B.P.Singh, V.S. Negi	Commerce	38-40
13	Customer Preferences And Attitudes Towards Maruti Cars In Pollachi Taluk	N. MANOHARAN, Dr. R. GANAPATHI	Commerce	41-45
14	(Disaster Management in India : An overview)	Dr. Pawar Ashok S. , Dr. Sunita J. Rathod , Shri. Budhwant R.G.	Economics	46-48
15	Economic condition of Banjara and Vanjari communities in India :An overview	Dr. Pawar Ashok S. , Dr.Rathod Sunita J. , Tidke Atish S.	Economics	49-51
16	(Rajshri Shahu Maharajache Shikshan Sarvatrikaran v Stri Sabalikaran Vishayak Drastikon)	Dr. Pawar Ashok S., Dr. Sunita J. Rathod ,Dr. Vishal Tayade	Economics	52-53
17	“Problems Of Self Help Group Members In Bidar District Of Karnataka”	DR.SANGAPPA V. MAMANSHETTY	Economics	54-56
18	The Role of Private And Public Sectors: An Analysis of Methodological Steps In Understanding Growth Cycles	Dr. Shivsharanappa Dhaba	Economics	57-59
19	“Reforms, Incidence Of Poverty And Employment In India”	Dr. Devraj G. Garvit	Economics	60-62
20	An Innovative Teaching Module to Enhance The Knowledge In Grammar Among The High School Students Of Palghat District	Elsamma Sebastian	Education	63-64
21	Construction of a web course material and evaluating its performance vis a vis conventional approach towards learning: a pilot study	Ms. Sreetanuka Nath	Education	65-67

22	Academic Achievement In Relation to Time Perception and Coping Styles	Dr. D. Hassan, Dr. V. Tulasi Das	Education	68-71
23	Use Of E-Resources to Enhance Performance by the Student-Teachers	Dr. S. K. Panneer Selvam	Education	72-74
24	Studies on The Removal of Blue 4 Dye from Textile Effluents Using Cotton Stem	N. Prasanna, Renjitha Saji , S. Bhuvaneshwari ,A. Priya	Engineering	75-77
25	Implementation of Self controlled Arbiter for High Speed Communication in on-chip	Kaushik Mukherjee, A.Ch. Sudhir , Dr. B Prabhakara Raob	Engineering	78-82
26	Rate Sequence Space (S2) π	B. Sivaraman , K. Chandrasekhara Rao , K. Vairamanickam Vairamanickam	Engineering	83-84
27	The Asphalt in The Hot And Cold Areas	Eng. Nasr Ahmad, Prof.Dr. Eng. Mihai Iliescu	Engineering	85-86
28	Corrective Measures to Reduce Physical Work Strain of Dairy Farming	Vinay Deepa, Sharma Suneeta	Ergonomics	87-89
29	Rural Women in Transition: A Case of Women Entrepreneurs	Varinder Randhawa , Ritu Mittal, Parul Gupta	Home Science	90-93
30	Nutritional Status and Impact of Functional Food Supplement on the Performance of Athletes	Uma Mageshwari.S , Mary Jenefer Sharmila.P	Home Science	94-96
31	Effective HRM for Global Competitiveness	Dr Mahalaxmi Krishnan	Human Resource Management	97-100
32	Role of Materials in English Language Teaching and Learning	Dr. Wajahat Hussain	Literature	101-102
33	Expatriate Women in The Fiction of Ruth Praver Jhabvala	P. Mohanapriya	Literature	103-104
34	Prakruti Pariyavaran and Sahitya	Dr. Sanjay Rathod	Literature	105
35	Samkalin Hindi Kavita me Manviya Jivan ke Badalte	Dr. Sanjay Rathod	Literature	106-107
36	A Servant Turned an Administrator: A Study of Naikar's Kanakadasa: The Golden Servant	Ashok Hulibandi	Literature	108-110
37	A Study on Metacognitive Strategy in Terms of Reading Comprehension of Post Graduate English Literature Students	J.P.Vandhana, T.Sakthivel	Literature	111-112
38	The Psychic Patterns In The Protagonist Of Bharati Mukherjee's Wife.	B. Kalidoss, Dr. S.Kanakaraj,	Literature	113-114
39	Integrating action research paradigm into decision making -An investigation of an action research model	Haresh B. Barot	Management	115-117
40	A Study on Green Marketing Mix Towards Green Products	Urmila Vikas Patil	Management	118-120
41	Viral Marketing – Is It A Mirage or Reality?	Dr. Viral Shilu	Management	121-122
42	Evaluation of Mandura Bhasma with & without Triphala Churna in Management Of 'Panduroga'	Dr.D.Anuradha, Dr. M.Srinivasulu	Management	123-125
43	A Conceptual Overview of Value Creation in Business Relationships	Abhishek Pande	Management	126-127
44	Plight of Women Entrepreneurs: A Diagnostic Study	Anuradha Averineni	Management	128-130
45	"Profitability Analysis Of Merger Textile Companies In India During Pre And Post-Merger Periods"	Dr. M. Dhanabhakym ,R.Umadevi	Management	131-133

46	Impact Of Ngo's On Rural Marketing	R. DURGA RANI,Dr. R. GANAPATHI	Management	134-135
47	Status Of Mutual Fund In India	D. JAYANTHI,Dr. R. GANAPATHI,	Management	136-138
48	A Study on "The relevance of Human Resource Accounting in the Present Scenario"	Dr.Giridhar K.V. , Krupa V.D.	Management	139-140
49	Customers Attitude Towards Domestic Air Conditioners With Reference To Lg	M. LAKSHMI PRIYA, Dr. R. GANAPATHI,	Management	141-149
50	Interaction of Gender and Sexual Appeal on Effect of TV Advertisements	P. Shanthi, Dr. S. Thiagarajan	Marketing	150-151
51	Study on Dislike towards TV advertisements – An empirical Evidence	Ruhani Mahajan, Sahil Goyal	Marketing	152-154
52	Emotions: Ace Tool For Marketing	Ashish Nathwani	Marketing	155-157
53	Comparison of Fluticasone propionate with Beclomethasone dipropionate in patients of Bronchial asthma"	RAMAKRISHNA GHUBDE, ARCHANA SHEKOKAR	Medical Science	158-160
54	A study of incidence and risk factors for neonatal systemic candidiasis	Dr Sheila Aiyer, Dr Pareshkumar A. Thakkar, Dr. Komal K. Patel, Dr. Kaushik A. Mehta	Medical Science	161-163
55	Pharmacoeconomic appraisal of antimicrobial utilization in a medical college hospital	Dr. Parveen Kumar Sharma, Dr. Rekha Bansal	Medical Science	164-166
56	Various aspects of antimicrobial utilization in OPD of a medical college hospital	Dr. Parveen Kumar Sharma, Dr. Rekha Bansal	Medical Science	167-168
57	Subjective well Being and Job Satisfaction Among Survivors of Economic Downturn	Vijaya. R, M. Y. Manjula	Psychology	169-172
58	Knowledge of Mothers About Nutrition of Child Under Five Years of Age	Dr.K.Jothy, Ms.S.Kalaiselvi	Social Sciences	173-175
59	Geriatric in India and Their Right to Health	Minni K. T.	Sociology	176-177



Academic Achievement In Relation to Time Perception and Coping Styles

* Dr. D. Hassan ** Dr. V. Tulasi Das

* Dept. of Education, Acharya Nagarjuna University Ongole Campus, Ongole. A.P.

** Dept. of HRM, Acharya Nagarjuna University, Nagarjunanagar, Guntur

ABSTRACT

This investigation was conducted to study Academic Achievement in relation to Time Perception and Coping Styles in adolescent students. 19 male and 20 female students of Inter standard were administered Albert Einstein College of Medicine Coping Styles Questionnaire {AECOM-CSQ}. Perception of time was measured by production method. Marks scored by the subjects in Intermediate examination were used as an indicator of academic achievement. One way ANOVA and correlation analysis revealed that: 1) High achievers are lower on coping styles: suppression and minimization when competed to low achievers and higher in seeking succorance; 2) The coping pattern and time perception of both boys and girls are similar; 3) Low achievers tend to overestimate time and are more likely to use suppression and blame it as coping styles; 4) Accuracy in time perception is correlated to seeking succorance as coping style. While providing counseling to adolescents, emphasis should be laid on accuracy of time perception and adequacy of coping styles to enhance academic achievement and adjustment.

Keywords : Academic achievement, time perception, coping styles, Adolescent students

Introduction:

Shapiro (2000) defines academic achievement as academic assessment of performance. Following this definition, curriculum-based assessment manifested in grade points or marks obtained in examinations are considered. Academic achievement and its correlated is a popular field of research. Many factors contribute to academic achievement: the major ones are intelligence, adjustment; motivation; family relationships; self-esteem and self-confidence; peer group relation; extroversion; coping and time perception. Time perception has been found to be very important in determining academic achievement. A number of studies have showed a positive correlation between academic achievement and time perception (Achamamba, 1990; Josephs&Halan, 1995; Promod, 1996).

Coping also plays a crucial role in student's academic performance Piekarska (2000); Aronson (2001) and several others have reported that academic achievement and coping are positively correlated. For Goldensor (1984) a time perception is an awareness of passage of time, including the ability to estimate time intervals, to tell time accurately by clocks as well as the ability to judge time duration by circadian rhythm. Although time is one of the most equitably distributed resources, some people spend it much more wisely than others. For Schiff man (2201) the nature of time pervades many areas of intellectual thought particularly literature, philosophy, physics and biology. Cottle (1976) opined that perception of time is influenced by various factors such as age, sex, status, temperature, mood, anxiety, achievement, social class etc. He has also mentioned that, as a subject of research, time has been useful to students of behavioral science in a different way. It continues to be treated as a variable against which, or with which, behavior may be observed.

Coping with stress and anxiety is an everyday requirement for normal human growth. Rogers (1972) stated that adolescence is a time when coping is very important, since many new experiences and responsibilities are thrust upon the individuals during this period in a variety of contexts. These settings include schools, home, peer groups and so on. According to Moriarty et.al. (1976) Adolescent's aspiration for continued education, their overall adequacy in dealing with

their personal lives indicate coping adequacy.

Citing Lazarus, Frydenberg, (1997) stated that coping is the cognitive and behavioral effort to manage specific external and internal demands that appear as taxing or exceeding the resources of a person. Coping actions are found to be closely linked to various factors. Parson et.al (1996); Tung and Bimaljeet (1997); Demello and Imms (1999) and several others have reported that age, sex, personality type, cultural background etc, have a tremendous impact on the coping process of an individual.

Citing Munsch et.al. Frydenberg (1997) reported that schooling constitutes a major source of stress in the life of adolescents. This is also confirmed by studies in Canada, Singapore and Hong Kong. Students in their later adolescence and early adulthood deal with many kinds of academic demands or expectations. We assume that their experience of stress is related to their appraisals of demand and accordingly selection of coping strategies. Coping and adjustment problems can be seen from the very beginning in a child's life as he enters into an educational institution. Lack of proper coping affects the adjustment and the mental health of the students and in turn brings a negative effect with regard to academic achievement. In the 21st century, when life has become faster than ever before, time management has become an important factor related to success in any performing situation. Weiten and Lloyd (2003) describe time management as one of the components of problems focused coping.

If student counseling is provided at the proper time, it will be easy to detect their stresses and adequate help could be provided to eliminate these stresses by choosing the appropriate coping strategies. Student counseling should also emphasize ways for increasing accuracy of time perception so that they can allot time to various tasks which could help them to manage their time in a better way. Therefore, the present investigation was undertaken to study academic achievement in relation to time perception and coping in adolescents students.

Materials and Methods:

Sample: The sample for the study, selected by sample ran-

dom sampling, consisted of 39 students (19 M, 20 F), studying in commerce and science divisions of a private school at prakasam district of A.P.

Tools:

Academic Achievement: Following the definition by Shapiro (2000), marks scored by the subjects in Intermediate Examination were used as an indicator of academic achievement.

Time Perception: Perception of time was measured by production method, which was successfully used in the earlier research studies conducted by Krishna and Sinha (1977).

Coping: The AECOM coping scale for the measurement of coping styles is a questionnaire based on psycho-evolutionary theory of emotion developed by Plutchik in 1980. This scale consists of 87 items, each rated by the subject on a 4-point scale ranging from 'never' to 'often' weighted 0 to 3. It is based on the expressed opinion that the way each individual copes with stressful life events is relatively independent of his or her emotional or psychopathological state and is characteristic of him or her. The internal reliability of AECOM – CSQ and Coefficient alphas for the 8 subscales are reported to be quite high. Though the validity of this scale is not mentioned by the author, it was used successfully in many studies (Plutchik and Conte, 1989; Langerin et.al. 1989; Rim, 1990).

Procedure

First the AECOM coping scale was given to all the subjects. They were instructed to write their personal details on the top of the answer sheet. They were directed to read all the 87 questions and to indicate their responses in any one of the 4 options. Response alternatives were 'never', 'rarely', 'sometimes', or 'often'. They were also instructed not to miss any questions and mark their responses sincerely. After half an hour, estimation of time perception by each subject was made independently. In this, each one of them was asked to estimate a period of 30 sec. by counting aloud at the rate of one count per second. Their estimation of 30 secs. i.e., the total time taken to count from 1 to 31 was measured.

Results and Discussion

Table-1: One-way ANOVA of Coping Styles between the Achievement Groups

Variables	Sum of Squares		Mean of Squares		F' Ratio
	Between Group	Within group	Between Group	Within group	
Minimization	122.2051	759.3846	61.1026	21.0940	2.8967
Suppression	903.4359	969.5385	451.7179	26.9316	16.7228**
Seeking Succorance	109.8974	421.8462	54.9487	11.7179	4.6893*
Replacement	53.2821	631.6923	26.6410	17.5470	1.5183
Blame	29.2821	383.3846	14.6410	10.6496	1.3748
Substitution	40.6667	658.3077	20.3333	18.2863	1.1119
Mapping	7.1282	463.8462	3.5641	12.8846	.2766
Reversal	55.5897	516.0000	27.7949	14.3333	1.9392

*P>0.05level of confidence.
**P>0.01level of confidence

One way ANOVA was computed between the scores on 8 coping styles for the 3 groups of achievers. The details of values obtained are shown in Table-1. It indicates that 'F' values for suppression and seeking succorance are significant. 'F' value for minimization also is near the significant value.

Table-2: Mean Difference between Groups on Coping Styles

	Variables	Mean	S.D.	Stand-ard Error	Significance of Mean Difference		
					Group 1	Group 2	Group 3
MINIMIZATION	High Achievement (Group 1)	19.8462	4.7054	1.3051			
	Average Achievement (Group 2)	20.8462	4.5064	1.2499			
	Low Achievement (Group 3)	24.0000	4.5644	1.2659	*		
SUPPRESSION	High Achievement (Group 1)	13.2308	6.2203	1.7252			
	Average Achievement (Group 2)	17.7962	3.9823	1.1045	*		
	Low Achievement (Group 3)	24.9231	5.1228	1.4208	*	*	
SEEKING SUCCORANCE	High Achievement (Group 1)	22.8462	3.8481	1.0673		*	*
	Average Achievement (Group 2)	19.5385	3.1521	.8742			
	Low Achievement (Group 3)	19.0769	3.2265	.8949			

* indicate significant mean difference at 0.05 levels

Details of this table are shown in appendices.

In order to estimate the actual difference in coping styles between different pairs of achievement groups, Multiple Range Test was computed for suppression, seeking succorance and minimization, Details of the results are shown in the Table-2. Higher mean of high achievers on seeking succorance when compared to other groups, indicates that they seek assistance from others to solve their problems. At the same time low achievers do not seek help from others to improve their academic performance or to solve their problems. This is likely to negatively affect their school performance and leads to low academic achievement.

Significantly higher mean on suppression for low achievers than for the others 2 groups shows that the low achievers avoid the person or problem that they believe which created the situation. It may lead to an increase in their present problems and negatively affect their academic achievement. Higher achievers are low on coping style, minimization, compared to low achievers who are significantly high on this coping style. It can be inferred from this finding that the high achievers have a tendency to give more attention to even minor problems and using the coping style—seeking succorance, they find solutions for their academic problems, while the low achievers usually ignore and avoid their problems.

Table-3: One-way ANOVA of Coping Styles and Time Perception between boys and Girls

Variables	Sum of Squares		Mean of Squares		F' Ratio
	Between Group	Within group	Between Group	Within group	
Minimization	11.7897	869.8000	11.7897	23.5081	.5015
Suppression	60.0033	1812.9711	60.0023	48.9992	1.2246
Seeking Succorance	.1620	531.5816	.1620	14.3671	.0113
Replacement	3.1191	681.8553	3.1191	18.4235	.1693
Blame	30.8351	381.8316	30.8351	10.3198	2.9880
Substitution	10.6349	688.3395	10.6349	18.6038	.5717
Mapping	5.7928	465.1816	5.7928	12.5725	.4608
Reversal	.5345	571.0553	.5345	15.4339	.0346

Time Perception	25.6875	947.2868	25.6875	25.3023	1.0033
-----------------	---------	----------	---------	---------	--------

To find out whether there is any significant difference between girls and boys in coping styles and in time perception, one-way ANOVA was computed as given in Table-3. The values in the table indicate that the boys and girls do not significantly differ in coping styles and time perception, which reveals that gender difference does not exist with respect to these variables.

Table-4: Correlation between Achievement Coping Styles and Time Perception

Variables	Mean	S.D.	r
Mark (Constant)	68.0769	19.0019	
Changing Variables: Minimization	21.5641	4.8166	-.3697*
Suppression	18.6410	7.0206	-.7009**
Seeking Succorance	20.4872	3.7408	.4171**
Replacement	22.9744	4.2457	-.1660
Blame	16.3333	3.2954	-.1820
Substitution	12.6410	4.2888	-.2958
Mapping	18.9744	3.5205	.1023
Reversal	17.4359	3.8784	-.3039
Time Perception	-1.6410	5.0601	.2239

**P>0.01 level of confidence

*P>0.05 level of confidence.

Details of correlation analysis between academic achievements, coping time perception is shown in table-4. The findings in Table-4 indicate that minimization and suppression are negatively correlated with academic achievement. This reveals that giving importance even to the minor doubts and clarifying these by gathering more information will facilitate high achievement. At the same time, ignoring and suppressing these problems and doubts may further increase the existing problems and may go beyond control which in turn affects the academic performance.

Table-5: Correlation between Time Perception and Coping Styles

Variables	Mean	S.D.	r
Time (Constant)	-1.6410	5.0601	
Changing :Minimization	21.5641	4.8166	-.550
Suppression	18.6410	7.0206	-.1889
Seeking Succorance	20.4872	3.7408	.3520*

ing Styles in Different Achievement Levels

Variables	High Achievement			Average Achievement			Low Achievement		
	Mean	S.D.	r	Mean	S.D.	r	Mean	S.D.	r
Time (Constant)	.3077	2.6578	---	-2.6154	4.5007	---	-2.6154	6.8985	---
Changing Variables									
Minimization	19.8462	4.7054	.841	20.8462	4.5064	.2332	24.0000	4.5644	-.1456
Suppression	13.2308	6.2203	-.3625*	17.7692	3.9823	-.9106**	24.9231	5.1228	.5150**
Seeking Succurrence	22.8462	3.8481	.1354	19.5385	3.1521	-.2332	19.0769	3.2265	.6987**
Replacement	21.4615	4.1955	-.1932	24.3077	3.6374	.9991	23.1538	4.6699	.1817
Blame	15.5385	3.0988	-.0521	15.9231	3.6392	-.2728	17.5385	3.0170	.5097**
Substitution	11.2308	3.7228	.2196	13.0769	4.7690	-.4442	13.6154	4.2728	-.0539
Mapping	19.3846	4.7177	-.3093	19.1538	3.1845	-.0452	18.3846	2.5013	-0.0383
Reversal	16.0000	3.4641	-.1810	17.3846	3.4530	.0272	18.9231	4.3677	.0011

**P>.01 Level of Confidence.

*P>.05 Level of confidence.

Another coping style that has emerged as significantly related

Replacement	22.9744	4.2457	.0078
Blame	16.3333	3.2954	.0605
Substitution	12.6410	4.2888	-.0703
Mapping	18.9744	3.5205	-.0689
Reversal	17.4359	3.8784	-.0927

Table-5 gives the details of correlation between time perception and coping styles. A positive correlation between seeking succorance and time perception in Table-5 indicates that the person who is good in time perception, values time or is time conscious and has a tendency to seek help from others to complete the task in time. So it is clearly identified that the students who manage the time appropriately can ask help from others regarding academic or personal matters and find enough time to solve their problems without affecting their academic performance. Correlation of time perception and coping styles with respect to each achievement level is also found out. The performance of the 3 groups, high, average, and low achievers, in time perception indicates a clear relation between academic achievement and time perception. While the 'N' for all the 3 groups remained same, 13 in each group, 8 low achievers showed a discrepancy of 5 or more points in estimation time; 5 average achievers showed a similar discrepancy and only 2 among the high achievers showed a discrepancy with a maximum of 5 points.

The correlation values in table-6 show the relationship between the accuracy of time perception and coping styles for the three groups. The values indicate that the coping style suppression is negatively correlated to time perception among high and average achievers and is positively related among low achievers. It was also found that the coping styles seeking succorance and blame are positively and significantly correlated with time perception among low achievers.

The significant correlation coefficients in Table-6 indicate that among high and average achievers accuracy of time perception is negatively related to suppression as a coping style. The accuracy of time perception is found to be directly and positively related to achievement. Therefore, this reveals that students who are time conscious rarely avoid the problem or situation that is referred by suppression. This is further strengthened by the significant positive correlation between time perception and suppression for the low achievers. As the errors in estimation time are found to be highest for low achievers they find it difficult to complete the academic task in time, which in turn compels them to avoid the details of the problem.

Table-6: Correlation between Time Perception and Cop-

ing Styles in Different Achievement Levels

to time perception is seeking succorance. The value indicates that for low achievers the tendency to seek help is positively related to time perception. That is, as their estimation of time is not accurate, they do not think of seeking help. The scores

for time perception also indicate that along with more errors in estimation of time the tendency for overestimation was more dominant for them. Hence it is clear that as low achievers do not experience the pressure of time in academic activities, they also tend to seek help less frequently.

Blame as a coping style that is found to be significantly and positively related to time perception among low achievers reveals that as the errors in estimation of time increase the likelihood of low achievement is more and the responsibility of failure is attributed to others as blame. However, when time perception and academic achievement were correlated for the combined group, the coefficient is not reaching the level of significance. The reason may be that the sample is not homogenous and sufficiently large enough with respect to level of achievement.

Conclusions:

The study therefore clearly indicates that there is a linear relationship among accuracy in time perception, coping styles and level of academic achievement. In other words time consciousness or punctuality is quality that would enhance academic achievement, which will indirectly improve the adjustment of the adolescent with better coping styles to deal with challenges. These results can be considered in helping low achievers specifically to use effective coping styles and in emphasizing the need for accuracy in time perception in general.

REFERENCES

1. Achamamba, B. (1990). Achievement Values Related to Future Time Orientation. *Journal of Psychological Researches*. Vol. 34(2), p. 85-89.
2. Aronson, R. (2001). At-Risk students Defy The Odds: Overcoming Barriers to Educational Success, Mary Land; Scarecrow Press Inc.
3. Cottle, T.J. (1976). *Perceiving Time*, USA: John Wiley & Sons Inc.
4. DeMello, L.R., and Imms, T. (1999). Self-esteem, Locus of Control and their Relationship to School Attitudes of Adolescents, *Psychological studies*, Vol. 44(1-2), p.62-67.
5. Frydenberg, E. (1997). *Adolescent Coping* London: Routledge Publications.
6. Goldenson, S. (1984) *A Longman Dictionary of psychology and psychiatry*, New York: Longman Inc.
7. Josephs, R.A., and Halan, E.D. (1995) Bias and Accuracy in Estimation of Task Duration, *psychological Abstracts*, V. 82, n.8, 27962.
8. Krishna, P., and Sinha, K. (1974) Personality Adjustment and Time Perception in Normal Adolescents. *Indian Journal of Applied Psychology*, Vol. 11 n.1, p.26-30.
9. Langerin, R., Lang, R.A., Handy, L., and Majpruz, V. (1989) Identifying Violence proneness in Sex Offenders. *Annuals of Sex Research*, 2, 49-66.
10. Moriarty, A.E. et.al. (1976). *Adolescents Coping* New York Grune and Stratton Publication.
11. Parsons, S. et.al. (1996) Coping Strategies of Adolescent Males, *British Journal of Educational Psychology*, V.66.p.109-14.
12. Piekarska, A. (2000). School Stress, teachers Abusive Behavior and Children's Coping Strategies. *Child Abuse and Neglect: The International Journal* V. 24, n.11.p.1443-49.
13. Promod, S. (1996). Future Time Perspective, Cognitive Efficiency Achievement Motivation, Anxiety and Academic Performance among 11th Std. Girls and Boys, *Indian Journal of Applied Psychology*, V. 33, n.1, p. 34-38.
14. Rim, Y. (1990). Social Class Differences in Coping Styles. *Personality and Individual Differences*, 11, 875-876.
15. Rogers, D. (1972). *The Psychology of Adolescence*, Japan: Prentice Hall, Inc.
16. Schiffman, H.R. (2001). *Sensation and perception*, New York, John Wiley & Sons, Inc.
17. Shapiro, E.S. (2000) Academic Achievement of Performance in Alan E. Kazdin (Ed), *Encyclopedia of psychology*, V.1. U.S.A. Oxford University Press.
18. Tung, S., and Bimaljeet (1996). Personality a Coping strategies, *Personality Studies and Group Behavior*, V. 16-, pp.33.
19. Weiten, W. and Lloyd, M.A. (2003). *Psychology Applied to Modern Life*, Canada, Thomson Learning Inc.



Sara Publishing Academy
Indian Journal Of Applied Research
Journal for All Subjects



Editor,
Indian Journal Of Applied Research
8-A, Banans, Opp. SLU Girls College,
New Congres Bhavan, Paldi, Ahmedabad-380006.
Contact.: +91-9824097643 E-mail : editor@ijar.in