CHAPTER V

FINDINGS, CONCLUSION AND SUGGESTIONS
Every research project entails a lot of hard work and dedication to explore and solve the underlying complications. One is sure to succeed and ready to get the rich harvest of her industry by following various steps systematically and correctly. Thus, finally each and every investigation appears with its own findings and conclusions.

The main thrust of the present investigation is to study the Impact of Anxiety, Frustration, Level of Aspiration and Intelligence on academic achievement. In relation to this, the analysis of the data collected lead to certain important findings, which are summarized in the present chapter.

Thus, the investigator has organized the chapter under the following heads:

- Findings of the study
- Conclusion
- Educational Implications
- Limitations
- Suggestions

5.1 FINDINGS OF THE STUDY

The findings of the present research study are systematically arranged in this chapter in accordance to the objectives of the study as follows:

5.1.1 FINDINGS IN RELATION TO INTELLIGENCE

In relation to intelligence of male and female students of urban, suburban and rural areas, the following were the main findings:
1. The female students were the highest mean scorer (138.2) in total sample.

2. The performance of science group was better than the arts group.

3. The urban students were found better than the sub-urban and rural students.

4. The sub-urban students were found better than the rural students.

5. The rural students were the lowest scorer in intelligence test.

6. The difference between means of urban arts - male and female group (6.0) was significant at .01 level.

7. The difference between means of urban science- male and female group (6.7) was significant at .01 level.

8. The difference between means of sub-urban arts - male and female group (1.35) was not significant at any level.

9. There was a significant difference at .01 level in sub-urban science - male and female group (3.47).

10. The mean difference of rural arts - male and female group (5.25) showed a significant difference at .01 level.

11. There was a significant difference at .01 level in the mean scores of rural science- male and female group (4.64).

12. The values of F in the case of Urban, semi-urban and rural were highly significant at .01 level.

13. The value of coefficient of correlation between achievement and intelligence is 0.63, which is highly significant at .01 level.
5.1.2 FINDINGS IN RELATION TO EDUCATIONAL ASPIRATION

In relation to Educational Aspiration of male and female students of urban, sub-urban and rural areas, the following were the main findings:

1. Rural male arts group showed the highest mean score (3.3) in the total sample.

2. There was a significant difference (3.14) at .01 level in rural arts group.

3. Rural science group also showed a significant difference (2.16) at .05 level.

4. Rural students of arts and science group showed their better educational aspirations than the urban and sub-urban students.

5. There was no significant difference (1.0) in the educational aspiration of sub-urban male-female arts group.

6. There was a significant difference (2.5) at .05 level, in the educational aspiration of sub-urban male-female science group.

7. There was no significant difference (1.12) in the educational aspiration of urban arts male-female group.

8. Urban science - male and female group also showed no significant difference (0.75).

9. Male and female students of urban arts and science group showed near about an equal educational aspiration.

10. Urban and sub-urban students showed their inferior aspirations in comparison to rural students.

11. The values of 'F' test of urban, sub-urban and rural samples (19.4, 5.21 and 41.0 respectively) were highly significant at .01 level.
12. The value of coefficient of correlation between achievement and educational aspiration is 0.39, which is highly significant at .01 level. This result has also rejected the Null-hypotheses. Approving the differences significantly, it has heightened the research hypotheses.

5.1.3 FINDINGS IN RELATION TO ANXIETY

In relation to Anxiety of male and female students of urban, suburban and rural areas, the following were the main findings:

1. Urban science group showed its highest anxiety level as 57.0 in total sample.

2. The students of urban science group were found in deeper anxiety than the arts group.

3. There was a significant difference (2.82) at .01 level in the anxiety level of males and females.

4. There was found no significant difference (.16) in the students of urban arts – male and female group.

5. But sub-urban arts– male and female group showed the highest significant difference (8.4) of .01 level.

6. The sub-urban science – male and female group also showed a significant difference (3.39) at .01 level.

7. There was a significant difference (7.1) at .01 level in rural arts – male and female group.

8. Rural science group also showed a significant difference (4.6) at .01 level.

9. Science students of male sample were observed in deeper anxiety than the male sample of arts group.
10. Female science students were found in deeper anxiety than the arts group.

11. Except the urban arts group, male and female students differed significantly at .01 level.

12. The values of ‘F’ test of urban, sub-urban and rural sample (34.0, 37.0 and 46.9) were highly significant at .01 level. Rejecting, the Null hypotheses, this result has formulated the research hypotheses.

13. The value of coefficient of correlation between achievement and anxiety is 0.25, which is highly significant at .01 level.

5.1.4 FINDINGS IN RELATION TO Frustration

In relation to frustration of male and female students of urban, sub-urban and rural areas, the following were the main findings:

1. The students of arts group were found more frustrated than the science group.

2. Most frustrated students were observed in rural areas, with a significant difference (2.0) at .05 level.

3. The students of rural science group were also found more frustrated than the students of urban and sub-urban groups.

4. Differences of rural arts – male and female group were significant (2.0) at .05 level.

5. Differences of rural science – male and female group were also significant (2.57) at .05 level.

6. There was no significant difference (0.98) in sub-urban – male and female science group.

7. There was a significant difference (3.57) in urban science – male and female group.
8. Urban students of science group were found less frustrated than the arts group.

9. Differences of urban science group were significant (2.17) at .05 level.

10. There was a significant difference (3.25) in urban arts group.

11. The values of F test of urban, sub-urban and rural student's (35.58, 58.3 and 43.0) also has approved the research hypotheses and rejected the Null-hypotheses.

12. The value of coefficient of correlation between achievement and anxiety is - 0.38, which is highly significant at .01 level.

5.1.5 FINDINGS IN RELATION TO ACHIEVEMENT

In relation to Achievement of male and female students of urban, sub-urban and rural areas, the following were the main findings:

1. The female students scored the highest mean (71.2) in the total sample.

2. The urban science group (male 63.2 and female 71.2) was the top mean scorer in total sample.

3. The urban arts group (male 58.2 and female 64.0) was the top mean scorer in the entire arts group.

4. The sub-urban arts and science students were found next to the urban students.

5. The rural students of arts and science group were found as the lowest mean scorer in the entire sample.

6. The CR value of urban arts – male and female group (5.2) showed a significant difference in achievement scores.
7. The CR value of urban science – male and female group (4.34) showed a significant difference at .01 level.

8. There was no significant difference in the achievement scores of sub-urban arts (.07) and science group (1.2).

9. There was significant difference at .01 level in the achievement scores of rural arts group (2.58).

10. The rural science group also showed a significant difference (3.50) at .01 level in the achievement of males and females.

11. The value of ‘F’ test of urban, sub-urban and rural students (15.59, 19.0 and 10.2) were highly significant at .01 level. Thus F test also enables us to reject the null hypotheses and to approve the research hypotheses.

5.2 CONCLUSION

It was conclude that undoubtedly the intelligence, educational aspiration, anxiety and frustration have influenced the academic achievement of the students whether they are male or female.

In the present study, there exists a clear positive correlation between the intelligence of students and their achievements. The result emphatically speaks that the better is the area of the students, the better are their academic achievements, better are the educational aspirations, deeper is the anxiety, better is the educational performance, But frustration was negatively affect the educational achievement.

However, more and more further studies are needed to confirm the findings of this study.
5.3 EDUCATIONAL IMPLICATION OF THE STUDY

For the further studies, this research would like to suggest some possibilities in the field of education along parallel lines of the present study. These suggestions may be point out as under:

Since the educational research is that activity which is directed towards development of a science of behaviour in educational situations. Therefore the ultimate aim of researchers should be to provide such a knowledge, which may assist the learner to achieve his goals. Keeping this point in mind, researcher want to suggest that the effective methods and techniques of better achievement should be employed.

When I think over the Article 26 (i) of the universal declaration of human rights, I want to remind that, there should be a high need for psycho-educational knowledge of the student, as the starting point for any education.

If a men's natural abilities are derived by inheritance, I want to suggest all the educationalists, psychologists and authorities of education to provide the students a natural environment for their balanced development.

If success is the resultant complex of the two factors—environment and heredity; every democratic government should arrange all the facilities - educational and economic — for rural development, which is the weaker section of society.

Educational excellence for the betterment of the students of rural areas should be provided properly so that they may get their usual development, if they have to compete urban and sub-urban students.
Teachers and the officers should try their best to minimize the frustrations among the rural students.

Government should provide all possible facilities to uplift the poor students of rural sections.

If this study is found correct, a nationwide awakening should be made, for a suitable educational environment, for the poorly educated and frustrated students of weaker sections.

5.4 LIMITATIONS OF THE STUDY

Many times a researcher is unable to carry out his work as perfectly as he would like to, due to lack of resources, knowledge and expertness. The present study also has few limitations, which could not be overcome due to several reasons and lack of resources at the disposal of the researcher. Limitations of the present study that have come to light are:

1. In the present investigation only higher secondary students have been taken into consideration: hence the results derived from this study cannot be true for all students.

2. A large sample would have been better. This was realized while categorizing the sample units according to the design of present investigation. In certain calls only few frequencies were obtained. Moreover large cell frequencies could have height end the generalization of result in more valid and concrete manner.

3. Due to paucity of time, the study was restricted to intermediate college of Jhansi city only. Had intercultural Sample on interstate basis been taken for this study it could have been more interesting and useful.
4. The other psychological & social variables were not considered in the study, perhaps these variables may also have significant role in determine the academic achievement of the students.

5. Some other additional sophisticated statistical techniques could be employed to analysis the data.

5.5 SUGGESTIONS FOR FURTHER RESEARCHES

The statement “we live on past in present for future” is very pertinent in relation to any research. Past researcher assisted whatever explored in this study and it was assumed that few suggestions may be given for future investigation in the light of present study. A few suggestions are as follows.

1. Studies, on the problems of anxieties, frustrations and factors of poor academic achievements can be studied on larger sample.

2. A Study of some psychological factors in relation to frustration among the students of Intermediate College can be enlisted for further studies.

3. Similar studies should be done at a large sample to find out the result to prove or disapprove the findings of the present study.

4. There is a need for replication of such studies and also a follow up.