SUMMARY
Generally it is known to us that academic achievement of the students is based on intelligence. Though there are few other factors, which affect our achievement. Such as influence and scholarly teaching of a teacher, classroom interaction, competitive atmosphere of the classmates and the organizational climates of school and colleges. But these are not so important as our internal incentives, such as intelligence, anxiety and educational aspirations; perhaps, these play a vital role in having a good educational achievement.

In our society, a student possessing a good intelligence is considered a good student. A student of high aspirations, is considered, more spirited than others, and an achiever of high merit. A student, living in anxiety for achieving his goal, succeeds well in his life. But a frustrated student fails to have his favourite goal. For his energy is lost, mental power is derailed. He swings in his imaginary flights. So the frustration is also an important factor, to affect the educational achievement, whether of high level or low level, inspite of his high intellect.

The level of Aspiration, which is also an important psychological factor to affect the human being’s achievement. It sets a right situation or right platform for one's success in life. If this aspiration is high, it drives an individual towards his goal. It energizes and controls human beings and directs him towards a right situation. But, if this aspiration is low, it directs us towards deep anxiety, frustration and failureness. In this way it also affects our achievement.
In this way researcher want to conclude that, if we are living in an atmosphere of over anxiety level, frustration and low level of aspiration, our educational achievement is affected negatively. Our destination is, blocked and progress is marred. Therefore, there are few questions, which arise here to be answered as —

1. Is the achievement same in all the students?
2. Is there any relationship between achievement and intelligence?
3. Is there any relationship between level of aspiration and achievement?
4. Is there any relationship between frustration and achievement?
5. Is there any relationship between anxiety and achievement?
6. Is there any difference between males and females?

All these aforesaid questions need their answers. That is why the investigator has decided to study on the following topic --

"The Impact of Anxiety, Frustration, Level of Aspiration and Intelligence on academic achievement".

OBJECTIVES OF THE STUDY:

The main objectives of the study were:

1. To study the intelligence of higher secondary students in relation to gender, faculty and locale.
2. To study the educational aspiration of higher secondary students in relation to gender, faculty and locale.
3. To study the anxiety of higher secondary students in relation to gender, faculty and locale.
4. To study the frustration of higher secondary students in relation to gender, faculty and locale.

5. To study the academic achievement of higher secondary students in relation to gender, faculty and locale.

6. To study the effect of intelligence, educational aspiration, anxiety and frustration on academic achievement of higher secondary students.

**HYPOTHESES OF THE STUDY:**

The hypotheses of the study were:

1. There exit no significant difference in intelligence of higher secondary students in relation to sex, faculty and locale.

2. There exit no significant difference in educational aspiration of higher secondary students in relation to sex, faculty and locale.

3. There exit no significant difference in anxiety of higher secondary students in relation to sex, faculty and locale.

4. There exit no significant difference in frustration of higher secondary students in relation to sex, faculty and locale.

5. There exit no significant difference in academic achievement of higher secondary students in relation to sex, faculty and locale.

6. There exit no significant relationship between the intelligence and academic achievement of higher secondary students.

7. There exit no significant relationship between the level of aspiration and academic achievement of higher secondary students.
8. There exit no significant relationship between the anxiety and academic achievement of higher secondary students.

9. There exit no significant relationship between the frustration and academic achievement of higher secondary students.

**DELIMITATIONS OF THE STUDY:**

The present study was delimited in the following respects:

1. The present study was related to the students of intermediate classes of Jhansi district.

2. The present study was free from any boundation of caste, religion and language.

3. The present study covered the sample of 300 male and female students without any distinction.

**METHOD OF THE STUDY**

In the present study the Normative Survey Method was applied.

**TOOLS**

The following tools were used in the present study:

1. Test of General Mental Ability (or Intelligence) - M.C.Joshi

2. Educational Aspiration Scale. By- Dr. S.K.Saxena

3. State Anxiety Scale. [SAS] by- Dr. Roma Pal

4. Frustration Test - Dr. N.S.Chauhan and Dr. Govind Tiwari

5. The percentage marks of Intermediate Arts and Science students were treated as educational achievement score.
SAMPLE OF THE STUDY

The sample was randomly selected from each Intermediate colleges of Jhansi District. The composition of the total sample was as follows:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Group</th>
<th>Subject</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Arts</td>
<td>Science</td>
</tr>
<tr>
<td>1</td>
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<td>Male</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>20</td>
</tr>
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<td>2</td>
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<tr>
<td></td>
<td></td>
<td>Female</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>RURAL</td>
<td>Male</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

ORGANISATION OF THE STUDY

The whole structure of the organization of the study was as follows:

CHAPTER-I

It dealt with the background, definition, concept and nature regarding the topic, objectives, hypotheses and delimitations of the present study.

CHAPTER – II

It deals with the review of the related literature of India and abroad.

CHAPTER - III

It dealt with the method and procedure adopted in the present study.

CHAPTER - IV

It deals with the analysis and interpretation along with the discussions of the result.

CHAPTER - V

It deals with the conclusions of the present study, finding and suggestions.
In the last the summary of the present study, the bibliography, raw scores and the necessary enclosure were place in the appendices.

**MAIN FINDINGS**

The main findings of the present study were as follows:

1. There was a significant difference in the intelligence of males and females.
2. There was a significant difference in the intelligence of arts and science group.
3. There was a significant difference, in the intelligences of urban, sub-urban and rural students of different sex.
4. There was a significant difference in the anxiety of arts and science students.
5. There was a significant difference in the anxiety of arts and science students.
6. Educational aspirations of different sex differed significantly.
7. Educational aspirations of urban, sub-urban and rural students of arts and science group showed a significant difference.
8. There was a significant difference in the frustration of urban, sub-urban and rural students.
9. Rural students were found more frustrated than the urban and sub-urbans.
10. Students of arts group were found more frustrated than the science group.
11. Female students of arts and science group showed better performance in their intelligence and academic performance than the males.

12. Academic achievement was positively related with intelligence.

13. Educational aspiration affected academic achievement.

14. Academic achievement was positively related with anxiety.

15. Frustration was negatively related with academic achievement.

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.

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 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.
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.

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.