Conclusion

The results obtained in this research project are discussed in Chapters IV, V, VI and VII and relevant conclusions are drawn.

The purpose of the present study is to see whether our hypotheses formulated under 1.13 of the first Chapter are accepted or rejected.

8.1 Conclusions regarding the intercorrelations between self concept (total score), its three major aspects, discrepancies between them, anxiety n Ach, intelligence, goal discrepancy and academic achievement

1) Self concept (total score) has a negative and significant relationship with anxiety as a trait of personality. High self concept individuals are less anxious than low self concept individuals. Hypothesis No.1 is accepted.

2) There is positive and significant relationship between self concept (total score) and n Ach. It suggests that high self concept individual holds high achievement motivation. Hypothesis No.2 is accepted.

3) There is positive and significant relationship between self concept (total score) and intelligence. Hypothesis No.3 is accepted.
4) There is a negligible and nonsignificant relationship between self concept (total score) and goal discrepancy. Thus hypothesis No. 4 is rejected.

5) There is a negligible and non significant relationship between self concept (total score) and academic achievement. Hypothesis No. 5 is rejected.

6) The relationship between each of the major aspects of self concept i.e. P.S., S.S., I.S. and anxiety is negative and significant.

The relationship between each of the major aspects of self concept i.e. P.S., S.S., I.S. and n Ach is positive and significant.

The relationship between P.S. and intelligence is positive but not significant. The relationships between S.S., I.S. and intelligence are positive and significant.

The relationship between P.S. and goal discrepancy is positive and nonsignificant. The relationship between S.S. and goal discrepancy is negative and non significant. The relationship between I.S. and goal discrepancy is negative and significant.

The relationships between P.S., S.S. and academic achievement are negligible and nonsignificant. The relationship between I.S. and academic achievement is
positive and significant. Thus, hypothesis No. 6 is accepted to a considerable extent.

7) The relationships between the discrepancies of the major aspects i.e. P.S.-S.S., I.S.-S.S., I.S.-P.S. and anxiety are positive and significant.

The relationships between P.S.-S.S., I.S.-S.S., I.S.-P.S. and n Ach are negative and significant.

There is negative and significant relationship between P.S.-S.S. and intelligence. The relationships between I.S.-S.S., I.S.-P.S. and intelligence are positive and significant.

There is a negative and non significant relationship between P.S.-S.S., I.S.-S.S., I.S.-P.S. and goal discrepancy.

There is a positive and nonsignificant relationship between P.S.-S.S. and academic achievement. There is a positive and significant relationship between I.S.-S.S., I.S.-P.S. and academic achievement. Thus, hypothesis No. 7 is accepted to a considerable extent.

8) Anxiety is negatively and significantly related with n Ach, intelligence and academic achievement. The relationship between anxiety and goal discrepancy is negative and nonsignificant. Thus, hypothesis No. 8 is accepted to a considerable extent.
9) The level of n Ach is positive and significantly related with intelligence. Thus, hypothesis No.9 is accepted.

10) The relationship between n Ach and goal discrepancy is positive and significant. Hypothesis No.10 is rejected.

11) There is positive and nonsignificant relationship between n Ach and academic achievement. Thus hypothesis No.11 is rejected.

12) The relationship between intelligence and goal discrepancy is positive and significant. Our hypothesis No.12 is accepted.

13) The relationship between intelligence and academic achievement is positive and significant. Hypothesis No.13 is accepted.

14) The relationship between goal discrepancy and academic achievement is negative and significant. Thus, hypothesis No.14 is accepted.

8.2 Conclusion regarding the curvilinear relationships between self concept (total score), its three aspects and discrepancies between them and academic achievement

15) None of the curvilinear relationships between self concept (total score), its three aspects, and discrepancies
between them and academic achievement are significant, except the one, i.e. curvilinear relationship between I.S. and academic achievement, it is significant. Thus, our hypothesis No.15 is mostly rejected and is accepted only in the case of I.S. and academic achievement.

8.3 Conclusion regarding the comparison of the extreme groups i.e. LL (Low on S.C. and Low on Ac.Ach.) and HL (High on S.C. and Low on Ac.Ach.) on self concept (total score), its three aspects and discrepancies between them and academic achievement, with anxiety, n Ach, goal discrepancy, keeping intelligence factor constant.

16) The two groups i.e. LL and HL respectively, of self concept (total score), P.S., I.S., P.S.-S.S., I.S.-S.S. and I.S.-P.S. with academic achievement do not differ significantly on anxiety, except the LL and HL groups of social self with academic achievement.

The LL and HL groups respectively of S.C. (total score), P.S., S.S. with academic achievement differ significantly on n Ach. The LL and HL groups of I.S., P.S.-S.S., I.S.-S.S. and I.S.-P.S. with academic achievement do not differ significantly on n Ach.

achieved do not differ significantly on goal discrepancy. Thus, our hypothesis No. 16 is accepted to some extent.

8.4 Conclusion regarding the comparison of high and low groups respectively of self concept (total score), its three major aspects and discrepancies between them with anxiety, n Ach, intelligence, goal discrepancy and academic achievement.

17) The two extreme groups of self concept differ significantly on anxiety. The high self concept junior college students are less anxious than low self concept junior college students.

The high self concept student holds higher achievement motivation than low self concept student.

The intelligence of the student is higher in the high self concept group than in the low self concept group.

The high and low self concept (total score) groups do not differ significantly on goal discrepancy.

The high and low self concept (total score) groups do not differ significantly on academic achievement. Thus the hypothesis No.17 is accepted to a considerable extent.

18) The high and low groups of P.S., S.S. and I.S. differ significantly on anxiety. The high groups of P.S., S.S. and I.S. are less anxious than the low groups of P.S., S.S. and I.S.
The high and low groups of P.S., S.S. and I.S. differ significantly on n Ach. The high groups of P.S., S.S. and I.S. hold higher n Ach than the low groups of P.S., S.S. and I.S.

The high and low group of P.S. do not differ significantly on intelligence but the high and low group of S.S. and I.S. differ significantly on intelligence. The high S.S. group and high I.S. group have higher intelligence than the low groups of S.S. and I.S.

The high and low groups of P.S., S.S. and I.S. do not differ significantly on goal discrepancy.

The high and low groups of P.S., S.S. and I.S. do not differ significantly on academic achievement. Thus our hypothesis No. 18 is accepted to a considerable extent.


The high and low group of P.S.-S.S. do not differ significantly on n Ach. The high and low groups of I.S.-S.S. and I.S.-P.S. differ significantly on n Ach. The high group of I.S.-S.S. is lower in n Ach than low group of I.S.-S.S. The high group of I.S.-P.S.
is higher on n Ach than the low group of I.S.-P.S.

The high and low group of P.S.-S.S. discrepancy do not differ significantly on intelligence. The high and low groups of I.S.-S.S. and I.S.-P.S. differ significantly on intelligence. The high groups of I.S.-S.S. and I.S.-P.S. are high on intelligence than the low group of I.S.-S.S. and I.S.-P.S.

The high and low groups of P.S.-S.S., I.S.-S.S. and I.S.-P.S. do not differ significantly on goal discrepancy.

The high and low groups of P.S.-S.S. do not differ significantly on academic achievement. The high and low groups of I.S.-S.S. and I.S.-P.S. differ significantly on academic achievement. The high groups of I.S.-S.S. and I.S.-P.S. are higher on academic achievement than the low groups of I.S.-S.S. and I.S.-P.S. Thus, our hypothesis No. 19 is accepted to a considerable extent.

8.5 Conclusion regarding the various factorial designs (2x2) with academic achievement as dependent variable.

20) There does not exist any significant effect of self concept (total score) on academic achievement in all possible factorial designs in this study. Thus, hypothesis No. 20 is fully rejected.

not significantly affect academic achievement. Hypothesis No. 21 is fully rejected.

22) There does not exist any significant effect of P.S. on academic achievement in all possible factorial designs in this study. Hypothesis No. 22 is fully rejected.

(23) The interactions between P.S. and anxiety, P.S. and intelligence and P.S. and goal discrepancy do not affect academic achievement. Only the interaction between P.S. and n Ach significantly affects academic achievement. Thus, hypothesis No. 23 is accepted to some extent.

24) There does not exist any significant effect of S.S. on academic achievement in all possible factorial designs in this study. Hypothesis No. 24 is fully rejected.

25) The interactions between S.S. and anxiety, S.S. and n Ach, and S.S. and intelligence do not significantly affect academic achievement. Only the interaction between S.S. and goal discrepancy significantly affects academic achievement. Hypothesis No. 25 is accepted to some extent.
26) There does not exist any significant effect of I.S. on academic achievement in all possible factorial designs in this study, except in the I.S. x anxiety factorial design, where I.S. does significantly affect academic achievement. Hypothesis No. 26 is accepted to some extent.

27) The interactions between I.S. and anxiety, I.S. and n Ach, I.S. and intelligence and I.S. and goal discrepancy do not significantly affect academic achievement. Hypothesis No. 27 is fully rejected.

28) There does not exist any significant effect of P.S.-S.S. on academic achievement in all possible factorial designs in this study. Hypothesis No. 28 is fully rejected.

29) The interactions between P.S.-S.S. and anxiety, P.S.-S.S. and n Ach, P.S.-S.S. and intelligence and P.S.-S.S. and goal discrepancy do not significantly affect academic achievement. Thus, hypothesis No. 29 is fully rejected.

30) There does not exist any significant effect of I.S.-S.S. on academic achievement in all possible factorial designs in this study. Hypothesis No. 30 is fully rejected.

31) The interactions between I.S.-S.S. and anxiety, I.S.-S.S. and n Ach, I.S.-S.S. and intelligence and I.S.-S.S. and goal discrepancy do not significantly affect academic achievement. Hypothesis No. 31 is fully rejected.
32) There does not exist any significant effect of I.S.-P.S. on academic achievement in all possible factorial designs in this study. Thus, hypothesis No.32 is fully rejected.


34) There does not exist any significant effect of anxiety on academic achievement in most of the factorial designs in this study. Only two factorial designs in this study i.e. anxiety x n Ach, anxiety x goal discrepancy show significant effect of anxiety on academic achievement. Thus, our hypothesis No.34 is accepted to some extent.

35) The interactions between anxiety and n Ach and anxiety and goal discrepancy significantly affect academic achievement. But the interaction between anxiety and intelligence does not significantly affect academic achievement. Hypothesis No.35 is partially accepted.

36) There does not exist any significant effect of n Ach on academic achievement in all possible factorial designs in this study. Thus, hypothesis No.36 is fully rejected.

37) The interactions between n Ach and intelligence and n Ach and goal discrepancy do not significantly affect
academic achievement. Hypothesis No. 37 is fully rejected.

38) There does exist significant effect of intelligence on academic achievement in all possible factorial designs in this study. Hypothesis No. 38 is fully accepted.

39) The interaction between intelligence and goal discrepancy does not significantly affect academic achievement. Hypothesis No. 39 is fully rejected.

40) There does exist significant effect of goal discrepancy on academic achievement in all possible factorial designs in this study. Thus, hypothesis No. 40 is fully accepted.