Chapter-5
Conclusion, Implications
and
Suggestions
In the light of the description and discussion of results, there was a need to draw
and highlight conclusions. Therefore, in quest of drawing conclusions, a table has
prepared which shows 'RESULTS AT A GLANCE' (Table-5). This table very clearly
exhibits the significant predictors of 'anxiety' as well as of 'academic performance'
for different sub-sample groups and the total sample group separately. Sample-wise
conclusions follow:

Total sample

On the total sample, anxiety was found to be the function of 'behavior'
(behavioural adjustment), 'anxiety' (freedom from anxiety), and 'popularity'—
dimensions of self-concept, and 'perceived school environment' as a whole. So far as
academic performance was concerned, it was found to be significantly predicted by
'intellectual and school status', 'physical appearance and attributes' (dimensions of
self-concept), and by 'home-work as well as 'teacher caring attitude for students'
(dimensions of perceived school environment).

In the light of the above findings only four predictor variables contributed to
anxiety, whereas again four predictors were found significantly related to academic
performance out of sixteen predictor variables.

Sub-sample group of University-run school boys

It is witnessed that for this group of school-children 'behavior', 'anxiety'
(dimensions of self-concept), and 'teacher-taught relationship' (a dimension of
perceived school environment) were found to predict significantly to anxiety. On the
other hand, 'physical appearance and attributes' and 'total self-concept' emerged as
significant predictors of academic performance.
It is reflected from the results that academic performance of this group of boys, school environment does not play any significant role to determining academic performance either dimension-wise or in totality.

**Sub-sample group of University-run school girls**

Here, 'intellectual and school status', 'total self-concept' and 'perceived school environment' as a whole emerged as significant predictors of anxiety. On the other hand, 'intellectual and school status', 'physical appearance and attributes' (dimensions of self-concept), and 'home-work' as well as 'attitude towards classmates' (dimensions of perceived school environment) stood-out to be the significant predictors of academic performance.

It is worth mentioning here that 'intellectual and school status' was commonly found as significant predictor of both anxiety and academic performance.

**Sub-sample group of Private non-co-ed school boys**

Under this category of sub-sample 'physical appearance and attributes', and 'total self-concept' as well as a dimension of perceived school environment viz., 'students' attitude towards school' emerged to determine anxiety significantly, whereas, only one predictor variable related to school environment i.e., 'teacher taught relationship' was found to predict academic performance. Here, none of the dimensions of self-concept emerged as significant predictor of academic performance.

**Sub-sample group of Private non-co-ed school girls**

In this category, only one factor that is 'behaviour' found to significantly influence anxiety and 'intellectual and school status' was found to predict academic
performance and apart from these two none of the factors came-out to predict significantly either of the criterion variables.

**Sub-sample group of boys of Private co-ed school**

In this sub-sample group only two predictor variables- one related to self-concept i.e., ‘anxiety’ (freedom from anxiety) and another ‘perceived school environment’ as a whole were found to be significant predictors of anxiety, whereas, none of the predictor variables emerged as significant predictors of academic performance.

**Sub-sample group of girls of Private co-ed school**

Anxiety (criterion variable) of this group of students was found to be determined by ‘behavior’, ‘anxiety’ (dimensions of self-concept), and ‘attitude towards teachers’, ‘home-work’, ‘student attitude towards school’ as well as ‘extra-curricular activities’. On the other hand, academic performance was found to be predicted by ‘intellectual and school status’, ‘physical appearance and attributes’ (dimensions of self-concept) and ‘home-work’, ‘teacher caring attitude for students’, ‘teacher-taught relationship’ as well as ‘attitude towards classmates’ (dimensions of perceived school environment).

It seems imperative to mention here that ‘home-work’– a dimension of perceived school environment is found important predictor for both anxiety and academic performance whereas, other significant predictors were either significantly predicting anxiety or academic performance.
Sub-sample group of boys

For this group 'behaviour', 'anxiety'— the two dimensions of self-concept and 'perceived school environment' as a whole were found to significantly predict students' level of anxiety. So far as, academic performance was concerned, for this sub-sample group of school children, it was found to be significantly determined by 'behaviour' (a dimension of self-concept) and 'teacher caring attitude for students' (a dimension of perceived school environment). Here, it is also emphasized that 'behaviour' i.e., a dimension of self-concept emerged as a common factor for significantly determining both the criterion variables viz., anxiety and academic performance.

Sub-sample group of girls

The last sub-sample group was of girl students. This group of students' anxiety was found to be the function of 'behaviour', 'anxiety' (dimensions of self-concept) and 'perceived school environment' as a whole. On the other hand, 'intellectual and school status', 'physical appearance and attributes' (dimensions of self-concept) and only one dimension of school environment namely 'home-work' were found to significantly influence academic performance of girl students.

The above picture of results show that only two predictor variables one related to self-concept namely 'happiness and satisfaction' and another related to perceived school environment viz., 'attitude towards administration' were found to have no significant impact in either determining anxiety or academic performance in any category of sub-sample groups.

In order to provide the information regarding the predictor variables for influencing either of the criterion variables, an effort had been made to give the
weightage to the various predictor variables in terms of their ranking in influencing to either of the criterion variables. It can be witnessed from the Table-5 that ‘behaviour’ and ‘anxiety’ (the dimensions of self-concept) are found to obtained rank-1, on the basis of their frequency of significant influence on anxiety. ‘Perceived school environment as a whole’ is ranked-2, so far as its significant predictive impact on anxiety is concerned. ‘total self-concept’ and ‘student attitude towards school’ (a dimension of self-concept) emerged to occupy rank-3 and remaining significant predictors viz., ‘intellectual and school status’, ‘physical appearance and attributes’, ‘popularity’ (dimensions of self-concept), ‘attitude towards teachers’, ‘home-work’, ‘extra-curricular activities’ and ‘teacher-taught relationship’ (dimensions of perceived school environment) were ranked- 4 in predicting significantly the anxiety level of school.

Similarly, ‘intellectual and school status’, ‘physical appearance and attributes’ were found to occupy rank- 1 in predicting significantly the academic performance of students. Rank- 2 was given to ‘home-work’— a dimension of perceived school environment, similarly, rank- 3 was given to ‘teacher caring attitude for students’ while rank- 4 was awarded to ‘teacher-taught relationship’ and ‘attitude toward classmates’ (these two are dimensions of perceived school environment), and lastly rank- 5 was given to ‘total self-concept’ while its frequency of significant predictive influence on academic performance was concerned.

On the basis of the ranking given to different significant predictor variables, the conclusion may be drawn that how much strength these significant predictor variables have in determining anxiety and academic performance— the two criterion variables.
Moreover, it is also imperative to mention in the light of the findings that the
girl students have relatively higher level of anxiety as well as relatively good
academic performance compared to their counterpart male students. Moreover,
private non-co-ed school girls were found significantly better on academic
performance as compare to private co-ed school girls.

Implications

The researches without use are always considered to be useless therefore, it is
necessary to highlight implications of the present investigation. Since, the present
investigation was aimed to investigate anxiety and academic performance as a
function of self-concept and perceived school environment, so it seems imperative to
highlight the implications of self-concept and school environment on students’
anxiety and academic performance. The present era is considered to be ‘the age of
anxiety’ and low and high anxiety are even empirically witnessed detrimental for all
sorts of behavior and may even adversely influence academic performance. Therefore,
it is necessary to identify the sources of stress as well as academic performance which
were considered to be in line with the phenomenon of one’s self-concept, as well as
perceived school environment. Whatever the significant influence of predictor
variables (related to self-concept and perceived school environment) were found,
determining anxiety and academic performance should be properly taken care of,
especially those were found grater in frequency to predict either of two criterion
variable for minimizing students’ anxiety and enhancing their academic performance.
Of course, the study has an important eye opening implications of the importance of
self-concept and perceived school environment. In the light of the findings, the
researcher firmly believes that realistic or positive self-concept along-with conducive
perceived school environment is highly helpful in negatively influencing anxiety and positively to academic performance.

**Suggestions**

In the light of the pros and cons in carrying out the present piece of research investigation leading to Ph.D degree, the following suggestions are being put-forth in conducting similar research work in future.

— The present research was carried on the students undertaking from various schools of Aligarh, where Muslim students are found to be in a promising number because of the presence of Aligarh Muslim University—a well known central university of India. Therefore, it minimizes the generality of the findings. Therefore, it is suggested that such type of study must be conducted on relatively a large sample to be undertaken from across various section of the population.

— Secondly, this research was conducted on the urban sample group, hence, the findings of it could be generalized only on urban middle class school children. Therefore, it is suggested that the sample be taken from the various socio-economic group as well as from both urban and rural areas for comparative and in-depth outcomes/informations.

— The another limitation of the study is that the present investigation had not undertaken home environment which seems to be the important predictor variable of anxiety and academic performance.

— It is also suggested on the basis of troubles which were faced during data collection that choice of tools are very important because length of tools/instrument irritates respondents while replying to the lengthy questionnaire. Since, psychological
tools are important and unavoidable means of psychological researches, so this suggestion must be properly taken care of with utmost importance and priority.

— Since, it is suggested that sample of these students should cover proportional representation of students of all socio-economic levels as well as different religious groups, therefore, much larger sample be taken in similar future research studies for getting more reliable results having the high proficiency of the generality because India is a vast, highly populated and heterogeneous population and composed of multi-culture as well.

At length, it is desirable to stress upon the fact that researches are always unending, hence, the exercise of researching is a continuous process because of changing patterns of everything, especially the psycho-social make up of human being with the passage of time, place and situations. In view to this fact, the present researcher firmly believes that the present investigation in spite of all precaution would be having pitfalls beyond the present researcher's cognizance and control.
Table- 5

RESULTS AT A GLANCE

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CV (Criterion Variable) 1: Anxiety; CV (Criterion Variable) 2: Academic Performance; PV: Predictor Variable; SC: Self-concept; SE: School Environment; U-R-S: University-run School; P-N-C-S: Private Non-co-ed School; P-C-S: Private Co-ed School; *: Significant Predictor