CHAPTER V

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter an attempt has been made to consolidate all the findings of the present study. The investigator also made some recommendations, which include the relevant areas of further research and conclusion. The findings are based on the results collected from the Teacher-Guidance Scale, Student Aspiration Scale, Student Anxiety Scale and Academic Achievement of the students of standard XI in the higher secondary schools. This is followed by the Appendices and Bibliography.

5.2 FINDINGS FROM CORRELATION STUDIES

The following are the findings obtained from correlation studies:

1. It is identified from the General Analysis of Teacher Guidance Scores of the total sample that the distribution of the aspiration scores appears bell shaped. The mean and standard deviation of
the total sample are 24.955 and 4.874 respectively. Median and Mode are 25.024 and 25.15 respectively. Further analysis of the distribution of scores reveals that 1.5 percent of the total sample lies in the highest class intervals 34-36. 1.5 percent of the sample lies in the lowest class interval 13-15. The maximum number of students (26.67 percent) occupies the class interval 22-24. Next to this class interval, 23.83 percent of the sample lies in the class interval 25-27. 17 percent of the sample lies in the class interval 28-30. Next to this, 11.83 percent of the sample lies in the class interval 31-33. 11.33 percent of the sample lies in the class interval 19-21.

2. The general analysis of the distribution of the aspiration scores of the higher secondary students of Coimbatore district revealed that the distribution of the aspiration scores appears bell shaped. The mean, median, mode and standard deviation of the total sample are 23.425, 26.424, 32.422 and 5.148 respectively. Further analysis of the distribution of scores reveals that 24.16 percent of the total sample lies in the class interval 25-27. 18.33 percent of the sample lies in the class interval 28-30. Next to this class interval, maximum number of students (17.5 percent) occupies the class interval 22-24. Only 2.5 percent of the sample lies in the lowest class interval 13-15. Only 1.16 percent of the sample lies in the highest interval 37-39.
3. The general analysis of the distribution of the anxiety scores of the higher secondary students indicated that the distribution of the anxiety scores appears bell shaped. The mean, median, mode and standard deviation of the total sample are 70.2, 69.95, 69.45 and 2.93 respectively. Further analysis of the distribution of scores reveals that 21.83 percent of the total sample lies in the class interval 70-79. 20.5 percent of the sample lies in the class interval 60-69. Next to this class interval, maximum number of students (16 percent) occupies the class interval 50-59. Only 2 percent of the sample lies in the lowest class interval 30-39. Only 1 percent of the sample lies in the highest interval 110-119.

4. The general analysis of the distribution of the academic achievement scores of the higher secondary students revealed that the distribution of the anxiety scores appears bell shaped. The mean, median, mode and standard deviation of the total sample are 55.865, 63.04, 77.39 and 2.4 respectively. Further analysis of the distribution of scores reveals that 25.83 percent of the total sample lies in the class interval 46-54. 22.83 percent of the sample lies in the class interval 55-63. Next to this class interval, maximum number of students (16.83 percent) occupies the class interval 64-72. Only 1.5 percent of the sample lies in
the lowest class interval 19-27. Only 1.33 percent of the sample lies in the highest interval 91-99.

5. The general analysis of relationship between the teacher-guidance and academic achievement of the students of Standard XI showed that there is positive relationship (correlation coefficient 0.72) between these two variables namely the teacher-guidance and academic achievement.

6. The analysis of relationship between the teacher guidance and academic achievement of the male students of Standard XI revealed that the correlation coefficient was 0.69 and therefore, there is relationship between these two variables namely the teacher-guidance and academic achievement of the male students.

7. The analysis of relationship between the teacher guidance and academic achievement of the female students of Standard XI indicated that the correlation coefficient was 0.867 and it is found that there is no relationship between these two variables namely the teacher-guidance and academic achievement of the female students.
8. The analysis of relationship between the teacher guidance and academic achievement of the rural students of Standard XI showed the correlation coefficient was 0.731 and it is identified that there is high relationship between these two variables namely the teacher-guidance and academic achievement of the rural students.

9. The analysis of relationship between the teacher guidance and academic achievement of the urban students of Standard XI indicated that the correlation coefficient was 0.621 and it is found that there is high relationship between these two variables namely the teacher-guidance and academic achievement of the rural students.

10. The analysis of relationship between the teacher guidance and academic achievement of the private school students of Standard XI showed that the correlation coefficient was 0.812 and it is identified that there is high relationship between these two variables namely the teacher-guidance and academic achievement of private higher secondary school students.

11. The analysis of relationship between the teacher guidance and academic achievement of the private higher secondary school students of Standard XI indicated that the correlation coefficient
was 0.715 and it is found that there is high relationship between these two variables namely the teacher-guidance and academic achievement of government higher secondary school students.

12. The analysis of relationship between the teacher guidance and academic achievement of the vocational group students of Standard XI showed that the correlation coefficient was 0.876 and it is found that there is high relationship between these two variables namely the teacher-guidance and academic achievement of vocational group students.

13. The analysis of relationship between the teacher guidance and academic achievement of the general group students of Standard XI showed that the correlation coefficient was 0.614 and it is identified that there is relationship between these two variables namely the teacher guidance and academic achievement of the general group students of standard XI of the higher secondary schools.

14. The general analysis of relationship between the teacher guidance and academic achievement of the students of Standard XI showed that the correlation coefficient was 0.72 and it is found that there is high relationship between these two variables namely the teacher-guidance and academic achievement.
15. The analysis of relationship between the teacher guidance and academic achievement of the male students of Standard X indicated that the correlation coefficient was 0.69, and it is generalised that that there is relationship between these two variables namely the teacher-guidance and academic achievement of the male students.

16. The analysis of relationship between the teacher guidance and academic achievement of the female students of Standard XI showed that the correlation coefficient was 0.867 and it is found that there is high relationship between these two variables namely the teacher-guidance and academic achievement of the female students.

17. The analysis of relationship between the teacher guidance and academic achievement of the rural students of Standard XI showed that the correlation coefficient was 0.731 and it is generalised that that there is no relationship between these two variables namely the teacher-guidance and academic achievement of the rural students.

18. The analysis of relationship between the teacher guidance and academic achievement of the urban students of Standard XI that the correlation coefficient was 0.621 and it is found that there is
relationship between these two variables namely the teacher-
guidance and academic achievement of the rural students.

19. The analysis of relationship between the teacher guidance and academic achievement of the private school students of Standard XI showed that the correlation coefficient was 0.812 and it is identified that there is high relationship between these two variables namely the teacher-guidance and academic achievement of private higher secondary school students.

20. The analysis of relationship between the teacher guidance and academic achievement of the government higher secondary school students of Standard XI indicated that the correlation coefficient was 0.715 and it is found that there is high relationship between these two variables namely the teacher-guidance and academic achievement of government higher secondary school students.

21. The analysis of relationship between the teacher guidance and academic achievement of the vocational group students of Standard XI showed that the correlation coefficient was 0.876 and it is found that there is high relationship between these two variables namely the teacher-guidance and academic achievement of vocational group students.
22. The analysis of relationship between the teacher-guidance and academic achievement of the general group students of Standard XI showed that the correlation coefficient was 0.614 and it is found that there is relationship between these two variables namely the teacher guidance and academic achievement of the general group students of standard XI of the higher secondary schools.

23. The general analysis of relationship between the aspiration and academic achievement of the students of Standard XI showed that the correlation coefficient was 0.612 and it is found that there is relationship between these two variables namely the teacher-guidance and academic achievement of male students.

24. The analysis of relationship between the aspiration and academic achievement of the male students of Standard XI showed that the correlation coefficient was 0.642 and it is found that there is relationship between these two variables namely the aspiration and academic achievement of male students.

25. The analysis of relationship between the aspiration level and academic achievement of the female students of Standard XI revealed that the correlation coefficient was 0.725 and it is identified that there is high relationship between these two
variables namely the aspiration level and academic achievement of female students.

26. The analysis of relationship between the aspiration level and academic achievement of the rural students of Standard XI showed that the correlation coefficient was 0.646 and it is found that there is no relationship between these two variables namely the aspiration level and academic achievement of rural students.

27. The analysis of relationship between the aspiration level and academic achievement of the urban students of Standard XI revealed that the correlation coefficient was 0.873 and it is generalized that there is high relationship between these two variables namely the aspiration level and academic achievement of urban students.

28. The analysis of relationship between the aspiration level and academic achievement of the private school students of Standard XI showed that the correlation coefficient was 0.711 and therefore, it is identified that there is high relationship between these two variables namely the aspiration level and academic achievement of private school students.
29. The analysis of relationship between the aspiration level and academic achievement of the government school students of Standard XI showed that the correlation coefficient was 0.615 and it is found that there is relationship between these two variables namely the aspiration level and academic achievement of government school students.

30. The analysis of relationship between the aspiration level and academic achievement of the vocational group students of Standard XI that the correlation coefficient was 0.814 and it is found that there is high relationship between these two variables namely the aspiration level and academic achievement of vocational group school students.

31. The analysis of relationship between the aspiration level and academic achievement of the general group students of Standard XI showed that the correlation coefficient is 0.71 and it is found that there is high relationship between these two variables namely the aspiration level and academic achievement of general group students.

32. The general analysis of relationship between the anxiety and academic achievement of the students of Standard XI showed that the correlation coefficient was 0.854 and it is found that
there is relationship between these two variables namely the anxiety level and academic achievement of the students.

33. The analysis of relationship between the aspiration level and academic achievement of the male students of Standard XI showed that the correlation coefficient was 0.872 and it is found that there is high relationship between these two variables namely the anxiety level and academic achievement of male students.

34. The analysis of relationship between the anxiety level and academic achievement of the female students of Standard XI revealed that the correlation coefficient was 0.894 and it is found that there is relationship between these two variables namely the anxiety and academic achievement of female students.

35. The analysis of relationship between the anxiety level and academic achievement of the rural students of Standard XI showed that the correlation coefficient was 0.861 and it is found that there is high relationship between these two variables namely the anxiety and academic achievement of rural students.

36. The analysis of relationship between the anxiety and academic achievement of the urban students of Standard XI showed that the correlation coefficient was 0.856 and it is found that there is
relationship between these two variables namely the anxiety level and academic achievement of urban students of standard XI.

37. The analysis of relationship between the anxiety level and academic achievement of the private school students of Standard XI revealed that the correlation coefficient was 0.763 and it is identified that there is high relationship between these two variables namely the anxiety level and academic achievement of private school students.

38. The analysis of relationship between the anxiety level and academic achievement of the government school students of Standard XI showed that the correlation coefficient was 0.634 and it is found that there is relationship between these two variables namely the anxiety level and academic achievement of government school students.

39. The analysis of relationship between the anxiety level and academic achievement of the vocational group students of Standard XI revealed that the correlation coefficient was 0.672 and it is found that there is relationship between these two variables namely the anxiety level and academic achievement of vocational group students of standard XI.
40. The analysis of relationship between the anxiety level and academic achievement of the general group students of Standard XI revealed that the correlation coefficient was 0.561 and it is found that there is no relationship between these two variables namely the anxiety level and academic achievement of general group students of standard XI.

41. The comparative analysis of the means of the male and female students in the Teacher-Guidance Scale showed that the calculated value (7.18) was more than the table value and it is found that there is significant difference between the male and female students on the teacher-guidance.

5.3 FINDINGS FROM DIFFERENTIAL STUDIES

The following are the findings obtained from differential studies:

42. The comparative analysis of the means of the male and female students in the Student Aspiration Scale revealed that the calculated value (7.49) was more than the table and it is found that there is significant difference between the male and female students on the aspiration.

43. The comparative analysis of the means of the male and female students in the Student Anxiety Scale revealed that the calculated value (2.726) was more than the table and it is found that there is
significant difference between the male and female students on the anxiety.

44. The comparative analysis of the means of the male and female students in the Academic Achievement revealed that the calculated value (1.057) less than the table value and it is found that there is no significant difference between the male and female students on the academic achievement.

45. The comparative analysis of the means of rural and urban students in teacher-guidance revealed that the calculated value (2.888) is more than the table value and it is found that there is significant difference between the rural and urban students on the teacher guidance.

46. The comparative analysis of the means of the rural and urban students in the aspiration revealed that the calculated value (1.859) was less than the table value and it is found that there is no significant difference between the rural and urban students on the aspiration.

47. The comparative analysis of the means of the rural and urban students in the anxiety revealed that the calculated value (1.319) was less than the table value and it is found that there is no
significant difference between the rural and urban students on the anxiety.

48. The comparative analysis of the means of the rural and urban students in the academic achievement revealed that the calculated value (0.9003) is less than the table value and it is found that there is significant difference between the rural and urban students on the academic achievement.

49. The comparative analysis of the means of the general and vocational students in the teacher-guidance revealed that the calculated value (4.689) is more than the table value and it is found that there is significant difference between the general and vocational students on the teacher-guidance.

50. The comparative analysis of the means of the male and female students in the aspiration indicated that the calculated value (7.18) is more than the table value and it is found that there is significant difference between the male and female students on the aspiration.

51. The comparative analysis of the mean anxiety score of the male and female students revealed that the calculated value (0.318) is less than the table value and it is found that there is no significant
difference between the vocational and vocational group students on the anxiety.

52. The comparative analysis of the means of the male and female students in the academic achievement revealed that the calculated value (0.401) is less than the table value and it is interpreted that there is no significant difference between the vocational and general group students on the academic achievement.

53. The comparative analysis of the means of the male and female students in the teacher-guidance revealed that the calculated value (4.082) is more than the table, it is interpreted that there is significant difference between the private and government schools students on the teacher-guidance.

54. The comparative analysis of the means of the private and government schools students in the aspiration revealed that the calculated value (4.355) is more than the table, it is interpreted that there is significant difference between the private and government schools students on the aspiration.

55. The comparative analysis of the means of the private and government schools students in the anxiety revealed that the calculated value (3.02) is more than the table value and it is found
that there is significant difference between the private and government schools students on the anxiety.

56. The comparative analysis of the means of the private and government schools students in the academic achievement revealed that the calculated value (4.036) is more than the table value, it is found that there is significant difference between the private and government schools students on the academic achievement.

5.4 FINDINGS FROM THE ANALYSIS ON THE OPEN ENDED ITEMS OF THE RESEARCH TOOLS

The following are responses collected for the open ended items of the research tools used for the present study.

5.4.1 Teacher Guidance Scale

57. The findings from the responses of the total sample to the open ended item, “Give your suggestions for a better guidance of the teachers in schools” revealed the following:

i) Guidance on self learning for the students: 85 percent of the total sample revealed that guidance of the teachers in self learning is necessary. It will help them to score high marks in their examinations.
ii) Educational guidance for tests and examinations. 68 percent of the sample disclosed in their writings that many of them have difficulties in writing tests and examinations. They demand that they must be guided properly on the way of writing examination particularly in presenting the subject matters in an attractive way.

iii) Conducting special coaching classes out of school hours: 62 percent of the total sample conveyed that they are in need of special coaching out of school hours. It gives opportunity for them to have free interactions with the teachers and get clarified their doubts which they could not raise in the classrooms.

iv) Guidance and Counselling Cell is necessary in schools. 90 percent of the students conveyed that Guidance and counselling cell be established within the school campus. Since the teachers have difficulties in dealing with the personal problems of the students, well trained personnel can be appointed in the schools as counsellors and they can be provided all the physical facilities to facilitate their work.

v) Guidance in oral tests: 52 percent of the total sample revealed that they are not able to perform well in the oral tests which are
being conducted in languages classes. They must be properly
guided to perform well on this aspect.

vi) Career guidance is a must in schools: 92 percent of the
students have expressed that they are not able to choose the
right career after their study is over. Career guidance is a must
for their future life and personality development.

vii) Guidance for writing assignments: Writing assignments is the
course requirement of all the student of higher secondary school
students. 85 percent of the sample expressed their concern on
their home assignments. They need guidance of the teachers
with special emphasis on the method of writing and the ways
collecting more information on the topics assigned to them.

viii) Guidance on Mental Health: 57 percent of the students have
more anxieties on their academic performance in schools
particularly in higher secondary classes. They are in need of
proper guidance on keeping good mental health particularly on
social adjustment, mental peace and stability of emotions.

5.4.2 Student Aspiration Scale

58. The findings from the responses of the total sample to the open
ended item, "Give your reasons for the low aspirations and
Reasons for low aspiration:

- Teachers have not given opportunities for independent activities in schools.
- Only rote memory is respected by the teachers and the non-scholastic work is not properly recognized by the parents and teachers.
- Non-scholastic work is not given proper weightage in the progress card maintained in the schools.
- Proper guidance has not been given in work education.
- The ignorance and negligence of the parents are the hindrances on developing aspirations.
- Parents compel their sons/daughters to select the subjects according to their choices rather than the desire of their sons/daughters.

Suggestions for developing high aspirations among students

- Vocational skills must be a part of the general curriculum
- Physical education must be the part and parcel of general education.
- NSS and other community oriented programmes must be encouraged in schools.
- Students must be motivated to learning by doing.
- Creative and art activities must be encouraged in schools.
- New techniques of teaching must be followed by the teachers.
Teacher's guidance is necessary for selecting subjects according to the aspirations of individuals.

The students must be encouraged to put themselves in self-testing situations.

Parents must be oriented to the various educational programmes available in schools.

59. For the Item, (2) of the aspiration scale, "Write down what do you want to become in future after completing the higher secondary course" the total sample revealed the following:

28.52 percent of the students wanted to become doctors, 25.74 percent Engineers, 4.75 percent secondary grade teachers, 20.66 percent Graduates, 3.61 percent Post Graduates, 9.18 percent Computer Experts, 3.11 percent Diploma Holders in Polytechnics, 1.97 percent IAS, IPS, IFS, and 2.46 percent to become Lawyers.

5.4.3 Student Anxiety Scale

60. For the Item, "Write down the things for which you are worried very much in home and school", total sample revealed the following:

5.57 percent of the sample is worried about Health condition of parents, relatives and friends, 2.56 percent about unexpected accidents, falling into water, electric shock 51.97 percent about poor academic performance 7.05 percent about personal health conditions, 0.49 percent about
participation in games and sports, 3.75 percent about death of parents and other relatives, 8.69 percent about sudden departure of close people, 3.11 percent about participation in co-curricular activities, 2.79 percent about economic position of the family, 0.49 percent about future life and 13.53 percent about teachers and parents.

5.5 RECOMMENDATIONS

- Aspirations and anxieties play an important role in developing the personality of the child. The present curriculum should be made flexible and adaptable so that it will cater to the aspirations of students studying in higher secondary schools.

- Many research studies revealed the truth that aspirations of the students are either directly or indirectly affected by the attitudes and support extended to them by the parents. The low levels of anxieties contribute to the development of the students. The parents should be properly oriented to various connected with the future career of the students.

- The teachers must be interested to understand the aspirations and anxieties of students and must be able to guide them properly after the proper assessment of their efficiency. Some research studies revealed the fact that the extroverts have higher aspirations than the students of introverts. The teachers must be helpful to develop
good social adjustment and communication skills and these experiences will certainly help them to develop higher aspirations in life.

- The response of the students to one of the items of the Teacher-guidance scale (35) revealed that the students have lot of confidence in teachers and schools. Classroom activities must be made diversified so that they get varieties of learning experiences.

In light of the experiences gained by the investigator in the present study, he has come out with certain concrete suggestions for the parents, teachers, school administrators to plan for creating conducive atmosphere at the higher secondary level. The following factors are to be considered.

- Individual's perception of his own ability is relative to the difficulty of level of performance.
- The highest of the level of aspiration, relative to the level of past performance as determined by those needs, would be an appreciable degree in a consistent manner among individuals regardless of the situation.
- It is always important to see that mild anxieties be created in students that will contribute a lot for the better performance of the student in school and home.
- The seeking of success and avoidance of failure.
• Cognitive factor of a probability judgment. It refers to the individual's subjective probability of achieving a goal.

• The setting of a level of aspiration is involving a decision situation.

• It is associated with the higher of the two goals between which the rate change of utility is a maximum.

• It is related with prestige situation of the learner.

• Attractiveness of goal

• The greatest amount of self esteem.

• Any very easy success tends to discourage effort and to produce a low and static level of aspiration. But the value placed on the task and its estimated difficulty may also affect level of aspiration.

• The level of aspiration may also be affected when expectation and performance are found to differ.

• The level of aspiration was likely to rise with unexpected success and to fall with unexpected failure.

• Moderate failure and marked failure:
  While a moderate amount of failure tends to stimulate the individual to try harder the next time, continuous and marked failure tends to produce a decline in the level of aspiration, persistence deteriorates and the individual gives up the task if he can.

• Age: Level of aspiration and anxieties vary with the age of the learner.

• Performance of other children: It is the source of aspiration and anxieties of the children.
• Level of aspiration, anxieties and academic achievement of the students are also affected by comparison with the performance of other children. If pupils are more backward than the others in their class, in school work, they may lose confidence in their ability to perform any task satisfactorily. Sometimes this causes them to set a low level of aspiration and high level of anxieties. On the other hand, some very anxious and different children set themselves on impossibility, higher level of aspiration.

• Socio-cultural factors: Socio-cultural factors tend to play an immense role in gearing the individual to set up his level of aspiration and anxieties. Negro group has the individual to set up his level of aspiration than the white group. First generation learners have higher level of aspiration than the third generation learners.

• Individual difference: Difference in level of aspiration may therefore, arise from individual differences in motivation.

• Involvement of the learner: Level of aspiration is related to the degree of involvement of the learner in his task. Mere guidance of the teachers will not help the child. Only with the cooperation of the learners the guidance and counselling of the teachers will be possible.
The feeling of success and failure that results from the attempts to reach goals operate to modify subsequent goals that are to be sought.

Personality: The personality of an individual determines to a large extent of his behaviour in setting up levels of aspiration. Ambition, prudence and the courage to face reality are essential for the positive outcome of any level of aspiration and anxiety situation. Extroverts were found to set high level of aspiration and low anxiety in general.

Security: insecure children protect themselves by setting very high or very low goal levels. Only the very secure children could state goals that were closely related to their actual achievement.

Need for achievement: Level of aspiration depends upon high or low need for achievement.

Guidance must be based on the response of the students. It should be based on the need and aspiration of the child. In this study, the analyses have clearly revealed that there is close relationship among the teacher-guidance, aspirations, anxieties and academic achievement of the children. All these variables are dependable. It
naturally requires a careful planning of the curricular and co-curricular activities in schools.

- Separate guidance and counselling cell is to be created in each school and the students must be guided by well qualified personnel. The teachers need not merely be the information mongers in academic aspects and they must be the caretaker of the students having understood the nature and need of the individual.

5.6 SUGGESTIONS FOR FURTHER RESEARCHES

In light of the findings and experiences of the investigator, the following are suggested for future researchers.

- A study of the aspirations, emotional intelligence and values of higher secondary students.

- A study of the anxieties and the emotional intelligence of the students at the higher secondary level.

- A comparative study of the aspirations and personality development of higher secondary students.

- A study on the impact of parental attitudes on the aspiration level and anxiety of the Higher secondary students.
- A study on the motivating factors of aspirations for different professions at the higher secondary level.

- A study of the curricular activities for the mild anxieties of the students of higher secondary schools.

5.7 CONCLUSION

In this study, the investigator made an attempt to identify the aspirations, anxieties and academic achievement of the students of standard XI of the higher secondary schools. In addition to this, investigation was also made to collect the opinions of the students on the teacher guidance in higher secondary schools. Attempts were made to know the relationship among teacher-guidance, aspirations, anxieties and academic achievement using the appropriate statistical procedures. It was a useful attempt and it will pave the way for better understanding of students and evolves a better future for these students studying at the higher secondary level. This attempt is not an end in itself. There is a long way to go to reach reality in formulating proper strategies for developing aspirations, anxieties in the right direction and spirit for the advancement of the students. If the teachers, parents join together in understanding the students at their level, and guide them accordingly, this will be a boon for their career development and they will become the best contributors to the society and the country.