CHAPTER - VI

SUMMARY AND CONCLUSIONS
Anxiety differs from ordinary fear and from insecurity in that both of these latter emotional states result from threats to one's physical well-being, fear resulting from a present threat and insecurity from an anticipated threat. Anxiety, on the other hand, results from a threat to one's self-esteem, either current or anticipated. All human beings are prone to normal anxiety. Most new ventures in school, business, sports, or family life carry with them varying degrees of threat of failure and concomitant damage to one's self-esteem, and tend therefore to engender at least some degree of anxiety in most people. Similar, feelings of guilt associated with anticipated wrong-doing can generated anxiety by exposing the individual to a sullied, reprehensible image of himself, at odds with the moral values he has internalized. Anxiety is commonly aroused during transitional periods or personality development, such as adolescence, when individuals have to achieve anew biosocial status and are kept in prolonged state of uncertainty regarding the outcome.

Study skills develop comprehension and help children to evaluate and retain the material they have read. Speed reading is an advanced skill which to date has not received a great feel of attention in schools. Perhaps the need to read quickly is a model one, certainly some people have foreseen this need and recently courses on rapid reading have been established and machinery to train ability it just becoming available. Those who have learning difficulties will feel added pressure if the question of speed is pursued. Even when mechanical proficiency is established, "reading" can be a very slow process and simple exercise to increase the speed can be an advantage. Slow reading can impair and impede comprehension.

Due to a short fall of studies that explains the contribution of several other variables to the academic achievement a need was felt to assess the same. It is in this content a study was planned with the following objectives.
OBJECTIVES

1. To assess the impact of anxiety on the academic achievement of pupils.

2. To assess the impact of study skills on the academic achievement of pupils

2. To assess the impact of parental support on the academic achievement of pupils

3. To assess the impact of study hours on the academic achievement of pupils.

4. To assess the impact of method of study (part Vs whole method) on the academic achievement of pupils.

5. To know whether Parental Education has any significant role in the academic achievement of pupils

6. To know whether hours of play has to do anything with the academic achievement of pupils.

7. To know whether parental occupation contributes to the academic achievement of pupils

8. To assess the impact of medium of instruction on the academic achievement of pupils.

9. To assess the impact of Gender on the academic achievement of pupils.

10. To assess the impact of type of organization on the academic achievement of pupils
In the realization of the foregoing objectives, the following hypotheses were formulated.

**HYPOTHESES**

(i) There would be significant difference between low anxiety and high anxiety pupils in their academic achievement.

(ii) There would be significant difference in the academic achievement of pupils with Poor study-skills and Good study skills.

(iii) There would be significant interaction between anxiety and study skills with regard to the academic achievement of pupils.

(iv) There would be significant difference in the academic achievement of pupils studying in Telugu medium and English medium of instruction.

(v) There would be significant difference between boys and girls with regard to their academic achievement.

(vi) There would be significant difference in the academic achievement of pupils studying in Government and Private schools.

(vii) There would be significant interaction between Medium of instruction and Gender with regard to the academic achievement of pupils.

(viii) There would be significant interaction between medium of instruction and type of school with regard to the academic achievement of pupils.
There would be significant interaction between Gender and type of school with regard to the academic achievement of pupils.

There would be significant interaction among Medium of instruction, Gender and Type of school with regard to the academic achievement of pupils.

The pattern of contribution of certain variables (namely parental occupation, Gender, parental education, Type of school, Concentration problems, caste related to examinations, play time and suspiciousness) to the academic achievement of pupils vary.

The sample consists of 400 school children (IX standard) studying in Government and Private schools with Telugu/English medium of instruction in and around Guntur District.

IPAT anxiety scale Questionnaire developed by Dr. R.B. Cattell and IH Scheier (1963) and study skills inventory designed by Dr.P. Rama Murthi and P.S Geethanath (1977) was administered.

ANOVA, multiple Regression Analysis (MRA) and ‘t’ tests were carried out to assess the impact of anxiety and study skills on the Academic Achievement of pupils, and to assess the contribution of certain other variables to the Academic achievement of pupils.

The results of the study led to the following conclusions.
CONCLUSIONS

1. Academic Achievement of pupils with low anxiety is better than the Academic Achieving of pupils with high anxiety.
2. Pupils with good study skills perform well than the pupils with poor study skills.
3. Academic Achievement of English medium girls studying in Government schools is better than the Academic Achievement of Telugu medium girls studying in Government schools.
4. English medium boys studying in private schools are better than the Telugu medium boys studying in Private schools in their Academic Achievement.
5. English medium girls are better than the Telugu medium girls in their Academic Achievement.
6. English medium girls are better than the English medium boys studying in Government schools in their Academic Achievement.
7. Telugu medium girls studying in Private schools are better than the Telugu medium boys studying in Private schools in their Academic Achievement.
8. There is no significant difference between Telugu medium boys studying in Government and private schools in their Academic Achievement.
9. English medium boys studying in private schools are better than the Telugu medium boys studying in Government schools.
10. Telugu medium girls studying in private schools are better than the Telugu medium girls studying in Government schools in their Academic Achievement.
11. English medium girls studying in private schools are better than the English medium girls studying in Government schools.
SUGGESTIONS FOR FURTHER RESEARCH

The present study shows that anxiety significantly affects the pupils' academic achievement and Gender also has a significant impact on pupils' academic achievement.

Further research may be carried on certain variables like mental health, teacher self-efficacy, and classroom management, which may have a significant role in pupils' academic achievement.

In addition to the above, the impact of broken families, Dual working families on the Academic Achievement of pupils may be studied.