CHAPTER 5

FINDINGS OF THE PRESENT STUDY

The main objective of any research study is to draw out findings. The work is successful only when the researcher will be able to find some theories, laws, status or position of something, relation among some conditions, impact or influence of something on some aspects etc. The present study was conducted by the investigator to know the influence of Anxiety and feeling of Security on the Academic Achievement of Students in Higher Secondary Examination of Kamrup District of Assam. By applying all the necessary steps for a research work the investigator has conducted the present study on 720 purposively selected samples on the basis of Medium of Instruction, Location and Gender. After analyzing and interpreting the collected data the investigator, has drawn the following findings as per the objectives of the study:

OBJECTIVE 1: To study the influence of Anxiety on the academic achievement of the students in Higher Secondary final examination of Kamrup district.

To find out the Anxiety level of the Students, the investigator used SINGH’S COMPREHENSIVE ANXIETY TEST (SCAT) as a tool for data collection. First of all 1000 booklets of SCAT were distributed among the students decided upon by the investigator from the 20 selected institutions. Out of these, 720 samples were finally accepted. The raw scores thus collected from the test booklets of the 720 student
samples were analyzed and distributed according to the percentile norms of different Anxiety levels of Boys and Girls provided separately in the SCAT manual. Further SCAT contains 90 items of manifest anxiety. The investigator for better analysis of the various conditions that may give rise to Anxiety level of the students, the 90 questions of SCAT were classified into 5 conditions of an individual’s psycho physical self viz. Lack of self confidence, Affecting physiological condition, Disturbed mental equilibrium, Fear of failure and Imaginary fear.

To look into the influence of anxiety on the academic achievement of the sampled students, each student’s academic achievement in the Higher Secondary final examination was thus collected on the basis of pass and fail (irrespective of the position and division they obtained) were carefully scrutinized.

The findings of Objective 1 are as follows-

- It has been found that out of a total of 720 students, 618 fell under Normal Anxiety level and 102 fell under High anxiety level.
- Again out of 618 students of the Normal Anxiety group, 546 students passed the higher secondary examination and 60 out of 102 of High Anxiety group passed the examination successfully.
- The pass percentage of the students belonging to High Anxiety level is less than the Normal Anxiety level i.e 58.82 % and 88.35% respectively.
- Taking a look into the fail percentage it has been observed that the fail percentage of students belonging to High Anxiety level is more than the fail
percentage of students belonging to Normal Anxiety level. i.e. 41.18% and 11.65% respectively.

- A total of 29.53% (88.35% - 58.82%) difference is found between the academic achievement of the students having normal and high anxiety level.

- To test the significance of difference of pass and fail percentage between the students of high and normal anxiety levels the Chi Square test was applied and significant difference was found. It meant that pass and fail percentage of the students of higher secondary final examination belonging different anxiety levels differ from each other.

- In 1 df, the computed Chi Square value i.e. 11.578 indicates significant difference between the two groups at both the levels of significance i.e. .05 and .01 respectively.

- This indicated that the hypothesis formulated for Objective no. 1 is correct and academic achievement of the students is not free from the influence of anxiety.

- Hence it can be agreed upon that there is negative influence of anxiety on the academic achievement of the students in higher secondary final examination of Kamrup district. It means more students failed the examination having high anxiety level, than the students having normal anxiety showed better performance. i.e. 41.18% and 11.65% respectively.

After proper analysis of the influence of 5 conditions of psycho physical self on the Anxiety of the 114 students who failed in their Higher Secondary final examination it is found that :-

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88 out of 114 students i.e. 77.19%, showed their anxiety due to low self confidence.

51 out of 114 students, i.e 44.73%, reflected anxiety due to physiological condition as its condition.

39 out of 114 students, i.e. 34.21%, showed anxiety due to disturbed mental equilibrium.

Further 72 out of 114 students, i.e. 63.15 %, had anxiety due to fear of failure.

Again 37 out of 114 students, i.e 32.45%, depicted anxiety due to their imaginary fears.

Therefore it has been found from the above mentioned data that Lack of Self Confidence (88 out of 114 students) is a more influential condition towards the development of anxiety of the students who failed in the Higher Secondary Examination. Lack of Self Confidence creates doubts in one’s mind resulting in lack of self preparedness which in turn affects their proper presentation of the facts they actually know quite well. Thus they become apprehensive about their performance or capacity which creates anxiety in their minds and ultimately leading to failure.

It has been observed that though the imaginary fears of certain students showed its influence on the anxiety level of the students, the number of students falling under this category is relatively lowest, i.e. 37 out of 114 students (32.45%) , when compared to the rest.
Thus among the 5 conditions of psycho physical self that influenced Anxiety, it has been found that the factor of Lack of self confidence is most influential condition that seemed to influence the anxiety of the students the most.

**OBJECTIVE 2:** To study the influence of the feeling of security on the academic achievement of the students in Higher Secondary Final Examination of Kamrup district.

The findings of Objective 2 are as follows:

- Total 516 numbers of students fell under Average Security (71.67% of 720 students) and a number of 204 students fell under Low Security (28.33% of 720 students).
- The pass percentage of students of Average Security level group is 94.18% and that of the Low Security level group is 58.82%. Which implies that when students feel lowly secured, then they get demotivated and hence their performance deteriorates. Thus students having Average security show better pass percentage than students with Low security level.
- The fail percentage of students belonging to Average Security level is 5.81% and that of Low Security level is 41.17%. This indicates that more students failed in their Higher Secondary Final Examination due to their lack of the feeling of security; i.e. Low Security.
- A difference of 34.36% (94.18% - 58.82%) is found between the academic achievement of the students of Average Security Level and Low Security Level. This may be explained by the fact that the feeling of security about
himself or his surroundings especially about his family, his friends or his
economic status and more importantly having low level of security about his
future prospects, may elicit into shortened attention span, over thinking,
nervousness etc. This in turn may unconstructively.

- Again to know about the significance of difference between pass and fail
percentage among the students of higher secondary final examination
belonging different security levels the Chi Square test was applied.

- The computed Chi Square value is i.e. 35.725 in 1 degree of freedom (df), is
highly significant at 0.01 level and 0.05 level.

- This indicated that the hypothesis formulated for Objective no. 2 is correct
and academic achievement of the students is not free from insecurity.

Further after analyzing the Objective 2, the investigator made an attempt to
look into how the 8 categories of Security-Insecurity had its reflection on the
level of security of the 114 failed students.

- Total number of 95 students out of 114 students who failed i.e 83.33%,
showed their low level of security due to family condition or family security.

- 62 out of 114 students, i.e. 54.38%, reflected lower level of security due to
school security as its area of concern.

- 77 out of 114 students, i.e. 67.54%, showed lack of security due to the
condition of peer group security.

- 61 out of 114 students, i.e. 53.50 %, had low level of security due to study
content security.
• 56 out of 114 students, i.e. 49.12%, depicted lack of security due to their prospective context security.

• 79 out of 114 students, i.e. 69.30%, had low level of security about test content.

• 62 out of 114 students, i.e. 54.38%, had low self context security.

• 66 out of 114 students i.e. 57.89 %, showed lack of security pertaining to their existence context.

• Therefore it has been observed from the above mentioned data that lower level of security related to Family Security context (83.33% out of 114 students) is the more influential area towards low security among the students.

• Family Security context is the most common areas of developing low level of security. Lack of love, trust, the sense of belongingness and pressure to perform well, affects the proper presentation of the facts in the examination which they actually knew quite well. And at this time if there is lack of support from family and school, the students fall under the grip of low security.

• Then, it has been observed that number of students affected under the area of Prospective context security is at relatively lowest, 56 out of 114 students, when compared to the rest. This explains the point that the students who are not even sure of clearing their examination would hardly be concerned about the prospective aspects of their study content.
Further the investigator realized that only the assessing influence of anxiety and security on the academic achievement of the students in their Higher Secondary Examination, may not be able to give a definite and clear picture of the actual scenario. Therefore to get more authentic results the investigator formulated the Objectives 3, 4 and 5.

**OBJECTIVE 3:**

To make a comparative study of the influence of –

a. Anxiety on the Academic Achievement of the students in Higher Secondary Final Examination, on the basis of their medium of instruction: Assamese medium and English medium.

b. Feeling of security on the Academic Achievement of the students in Higher Secondary Final Examination, on the basis of their medium of instruction: Assamese medium and English medium.

To find out the influence of both Anxiety and feeling of Security on the Academic Achievement of the students in Higher Secondary Final Examination of Kamrup district, 20 instututions were selected from both English medium and Assamese medium instututions. 1000 SINGH’S COMPREHENSIVE ANXIETY TEST (SCAT) and 1000 SHAH SECURITY INSECURITY SCALE (SSIS) booklets were distributed among the students. The data collected through SCAT and SSIS test booklets were taken for further
analysis of Objective 3 to have a comparative study between the students of Assamese and English medium institutions.

Role of Medium of instruction or Language of Learning is one of the most important issues in the field of Education. In the objective 3 the investigator tried to analyze the academic achievement of the students between Assamese and English medium institutions.

The findings of Objective 3 (a) are given below:

- Although in SCAT, Anxiety is divided into 5 levels yet in this study the investigator found that irrespective of the medium of instruction the 720 students selected as samples belong to two levels of Anxiety only i.e. Normal Anxiety and High Anxiety.

- Here out of 360 students purposively selected samples of English Medium Institutions 318 students i.e. 88.33% belong to Normal Anxiety level and out of 360 students purposively selected sample of Assamese Medium Institutions, 300 students i.e. 83.33% belong to Normal Anxiety level.

- Similarly, in High Anxiety level 42 students out of 360 purposively selected sample of English medium institutions and 360 students purposively selected as sample of Assamese Medium institutions 60 students belong to High Anxiety level i.e. 11.66 % and 16.66% respectively.

- Therefore it can be said that in both English Medium and Assamese Medium Institutions more students belong to Normal anxiety level than High Anxiety level. It has been observed that certain amount of anxiety is common among
most of the students appearing for Higher Secondary Final Examination. Normal anxiety is quite natural and act as stimuli to work hard.

- It has been observed that the pass percentage of the students falling under Normal Anxiety of both English Medium and Assamese Medium institutions is 90.57% (288 of 318 students) and 86% (258 of 300 students) respectively.

- In this study a difference of 4.57% is found between the pass percentage of the students of English Medium Institution and Assamese Medium Institution falling under Normal Anxiety i.e. (90.57% - 86%).

- Again the pass percentage of the students falling under High Anxiety of both English Medium Institutions and Assamese Medium Institutions was 61.90 % (26 of 42 students) and 56.66 % (34 of 60 students) respectively.

- A difference of 5.24% is found between the pass percentage of the students of English Medium Institution and Assamese Medium Institution falling under High Anxiety i.e. (61.90% - 56.66 %)

- Further analysis shows that the pass percentage of the students of English Medium Institutions falling under Normal Anxiety (90.57%) is more than the pass percentage of students of English Medium Institutions falling under High Anxiety (76.19%).

- Similarly pass percentage of Assamese Medium Institution students falling under Normal Anxiety (86%) is more than the pass percentage of Assamese Medium Institution students falling under High Anxiety (46.67%).

- The investigator, to know about the significant difference of pass percentages among the students of higher secondary final examination
belong to different anxiety levels based on their medium of instruction, the Chi Square test was applied and no significant difference was found. That means that pass percentage of the student in their higher secondary final examination of both English medium and Assamese medium institutions belong to different anxiety levels did not significantly differ from each other.

- The results of Chi Square ($X^2$) showed that there is no significant difference in the pass percentage of the students of higher secondary final examination belonging different Anxiety levels based on their Medium of Instruction. It has been found that the computed Chi Square value i.e. 0.378 in 1 df, is not significant at 0.01 level and 0.05 levels of significance.

The investigator further analyzed the Objective 3(a) to get a comparative view of the influence of 5 psychophysical conditions of Anxiety on the students who failed in their Higher Secondary final examination of both English and Assamese medium Institutions. Accordingly it has been found that the influence of psychophysical conditions on the failed students of English and Assamese medium Institutions are:

- In English and Assamese medium institutions 46 students out of 360 and 68 students out of 360 students irrespective of their level of Anxiety failed in the Higher Secondary Final Examination.
- Therefore in English and Assamese medium institutions 12.77 % and 18.88 % irrespective of their level of Anxiety failed in the Higher Secondary Final Examination.
- Under the psycho physical condition of lack of self confidence, the difference between the percentage of failed student from the institutions of
English Medium and Assamese Medium is found to be - 6.81% (46.59%-53.40%).

- Under the psycho physical condition of those affecting physiology, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be - 5.88 % (47.06 %-52.94%).

- Under the psycho physical condition of lack of disturbed mental equilibrium, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be - 2.57% (48.71%-51.28%).

- Under the psycho physical condition of fear of failure, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be 2.77% (51.38 %- 48.61%).

- Under the psycho physical condition of imaginary fear, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be –2.71% (48.64 %- 51.35%).

- The students of English medium institutions showed more inclination to the fear of failure and Assamese medium institutions showed lack of confidence as a condition towards development of Anxiety.

- The highest difference of percentage is found under the condition of lack of self confidence. And lowest difference is found under the condition of disturbed mental equilibrium.

- It has been clearly seen that the different psycho physical factors play a greater role in arousing Anxiety of the Assamese medium institution students
than the English medium institution students. In other words Assamese medium institution students are more prone to Anxiety than English medium institution students.

Then the investigator analyzed the influence of Security on the Academic Achievement of the students based on the Medium of Instruction.

The findings are given below:

- Although in SSIS, Security is divided into 7 levels yet in this study the investigator found that irrespective of the medium of instruction, the 720 students selected as samples belong to two levels of Security only i.e. Average Security and Low Security.

- Here out of 360 students purposively selected samples of English Medium Institutions 262 students i.e. 72.77% belong to Average Security level and out of 360 students purposively selected sample of Assamese Medium Institutions, 254 students i.e. 70.55% belong to Average Security level.

- Similarly, in Low Security level 98 students out of 360 purposively selected sample of English medium institutions and 360 students purposively selected as sample of Assamese Medium institutions 106 students belong to Low Security level i.e. 27.22% and 29.44% respectively.

- Therefore it can be said that in both English Medium and Assamese Medium Institutions more students belong to Average Security level than Low Security level.

- It has been observed that the pass percentage of the students falling under Average Security of both English Medium and Assamese Medium
institutions is 95.80% (251 of 262 students) and 92.52% (235 of 254 students) respectively.

- In this study a difference of 3.28% is found between the pass percentage of the students of English Medium Institution and Assamese Medium Institution falling under Average Security i.e. (95.80% - 92.52%).

- Again the pass percentage of the students falling under Low Security of both English Medium Institutions and Assamese Medium Institutions was 52.04% (51 of 98 students) and 46.93% (69 of 106 students) respectively.

- A difference of 5.11% is found between the pass percentage of the students of English Medium Institution and Assamese Medium Institution falling under Low Security i.e. (52.04% - 46.93%)

- Further analysis shows that the pass percentage of the students of English Medium Institutions falling under Average Security (95.80%) is more than the pass percentage of students of English Medium Institutions falling under Low Security (52.04%).

- Similarly pass percentage of Assamese Medium Institution students falling under Average Security (92.52%) is more than the pass percentage of Assamese Medium Institution students falling under Low Security (46.93%).

- The investigator, to know about the significant difference of pass percentages among the students of Higher secondary final examination belong to different Security levels based on their medium of instruction, the Chi Square test was applied and no significant difference was found. That means that pass percentage of the student in their Higher secondary final examination of both English medium and Assamese medium institutions
belong to different Security levels did not significantly differ from each other. It has been found that the computed Chi Square value i.e. 0.378 in 1 df, is not significant at 0.01 level and 0.05 levels of significance.

The investigator further analyzed the Objective 3 (b) to get an understanding of the influence of 8 areas of Security Insecurity on the students who failed in their Higher Secondary final examination of both English and Assamese medium Institutions. Accordingly it has been found that the influence of the 8 areas on the failed students of English and Assamese medium Institutions are:

- In English and Assamese medium institutions 58 students out of 360 and 56 students out of 360 students irrespective of their level of Security failed in the Higher Secondary Final Examination.
- Therefore in English and Assamese medium institutions 16.11 % and 15.55 % irrespective of their level of Security failed in the Higher Secondary Final Examination.
- Under Security Insecurity area of family context, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be – 11.57% (44.21%– 55.78%).
- Under Security Insecurity area of school context, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be – 9.67% (45.16%– 54.83%).
- Under Security Insecurity area of peer group context, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be 11.67% (55.84 – 44.15%).
Under Security Insecurity area of study context, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be \(-1.62\% (49.18\% - 50.8\%)\).

Under Security Insecurity area of prospective context, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be zero \((50\% - 50\%)\).

Under Security Insecurity area of test context, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be \(-8.87\% (45.56\% - 54.43\%)\).

Under Security Insecurity area of self context, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be \(-3.23\% (48.38\% - 51.61\%)\).

Under Security Insecurity area of existence context, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be \(-6.34\% (46.96\% - 53.03\%)\).

Though it has been observed that among the total 114 failed students more students showed their low level of security due to Family Security but when the distribution is made between English medium and Assamese medium Institutions the scenario differs. The failed students of English Medium showed low security in the area of peer group content. Competition among the peers, being accepted or rejected by the group is very common among the students and may go on to have its negative impact on their academic performance.
On the other hand it has been observed from the table that failed students of Assamese medium institutions are inclined to family content security than the other areas. Family is one of the most important area that influences a child’s overall development. Having a secured family life is very crucial and parental pressure to perform well in academics can create an adverse impact on it.

Moreover it has been observed that failed students of Assamese medium institutions are more inclined to low level of security than the failed students of English medium institutions.

Objective 4:

To make a comparative study of the influence of-

a. Anxiety on the Academic Achievement of the students in Higher Secondary Final Examination, on the basis of their Location: Rural and Urban.

b. Feeling of security on the Academic Achievement of the students in Higher Secondary Final Examination, on the basis of their Location: Rural and Urban

To find out the influence of both Anxiety and feeling of Security on the Academic Achievement of the students in Higher Secondary Final Examination of Kamrup district, 20 institutions were selected from the Institutions of both Urban and Rural area. 1000 SINGH’S COMPREHENSIVE ANXIETY TEST (SCAT) and 1000 SHAH SECURITY INSECURITY SCALE (SSIS) booklets were distributed among the students purposively selected as sample. The data collected through
SCAT and SSIS test booklets were taken for further analysis of Objective 4 to have a comparative study between the students of the institution of Rural and Urban areas.

In the objective 4 the investigator focused on the institutions of both Rural and Urban areas. The major highlighting points of differentiation between the two are infrastructural facilities, material resources, the social and cultural environment and also on goals ambitions or exposures to various avenues. As a result of these factors the level of anxiety and insecurities of these students also differs. This discrimination among the students of both Rural and Urban institutions in regards to the influence of Anxiety and feeling of security on the academic achievement of the students has been widely discussed in this objective.

Hence in the objective 4 (a) the investigator tried to analyze the academic achievement of the students between the institutions of Rural and Urban areas among the different anxiety levels.

The findings of Objective 4 are given below:

- Although in SCAT, Anxiety is divided into 5 levels yet in this study the investigator found that irrespective of the area of instruction the 720 students selected as samples belong to two levels of Anxiety only i.e. Normal Anxiety and High Anxiety.

- Here out of 360 students purposively selected samples from the institutions of Rural Area, 301 students i.e. 83.61% belong to Normal Anxiety level and out
of 360 students purposively selected sample from the institutions of Urban Area, 317 students i.e. 88.05% belong to Normal Anxiety level.

- Similarly, in High Anxiety level 59 students out of 360 purposively selected student sample from the institutions of Rural area and out of 360 students purposively selected as sample from the institutions of Urban Area, 43 students belong to High Anxiety level i.e. 16.39% and 11.94% respectively.

- Therefore it can be said that in both from the institutions of Urban Area and Rural Area more students belong to Normal anxiety level than High Anxiety level. It has been observed that certain amount of anxiety is common among most of the students appearing for Higher Secondary Final Examination. Normal anxiety is quite natural and act as stimuli to work hard.

- It has been observed that the pass percentage of the students falling under Normal Anxiety of both the institutions Rural Area and Urban Area is 86.71% (261 of 301 students) and 89.91% (285 of 317 students) respectively.

- In this study a difference of 3.2% is found between the pass percentage of the students from the institutions Rural Area and Urban Area falling under Normal Anxiety i.e. (86.71% - 89.91% %).

- Again the pass percentage of the students falling under High Anxiety from both the institutions of Rural and Urban Area was 57.62% (34 of 59 students) and 60.46% (26 of 43 students) respectively.

- A difference of 2.84% is found between the pass percentage of the students from the institutions of Urban and Rural Area Institution falling under High Anxiety i.e. (60.46% - 57.62%)
Further analysis shows that the pass percentage of the students from the institutions of Rural Area falling under Normal Anxiety (86.71%) is more than the pass percentage of student from the institutions of Rural Area falling under High Anxiety (57.62%).

Similarly pass percentage of students from the institutions of Urban Area falling under Normal Anxiety (89.91%) is more than the pass percentage of students from the institutions of Urban Area falling under High Anxiety (60.46%).

The investigator, to know about the significant difference of pass percentages among the students of higher secondary final examination belong to different anxiety levels based on their Location, the Chi Square test was applied and no significant difference was found. That means that pass percentage of the student in their higher secondary final examination from both the institutions of Urban and Rural area belong to different anxiety levels did not significantly differ from each other.

The results of Chi Square ($\chi^2$) showed that there is no significant difference in the pass percentage of the students of higher secondary final examination belonging different Anxiety levels based on their Location. It has been found that the computed Chi Square value i.e. 0.046 in 1 df, is not significant at 0.01 level and 0.05 levels of significance.

The investigator further analyzed the Objective 4 (a) to get a clear view of the influence of 5 psychophysical conditions of Anxiety on the students who failed in their Higher Secondary final examination of the institutions of both Urban and Rural area.
Accordingly it has been found that the influence of psychophysical conditions on the failed students from the institutions of Urban and Rural areas is:

- From the institutions of Rural and Urban Areas, 65 students out of 360 and 49 students out of 360 students irrespective of their level of Anxiety failed in the Higher Secondary Final Examination.

- Therefore from the institutions of Rural and Urban Areas 18.05 % and 13.61 % irrespective of their level of Anxiety failed in the Higher Secondary Final Examination.

- Under the psycho physical condition of lack of self confidence, the difference between the percentage of failed student from the institutions of English Medium and Assamese Medium is found to be -9.09% (50.98 % - 49.01%).

- Under the psycho physical condition of those affecting physiology, the difference between the percentage of failed student from the institutions of Rural and Urban area is found to be –1.97 % (50.98 % - 49.01%).

- Under the psycho physical condition of lack of disturbed mental equilibrium, the difference between the percentage of failed student from the institutions of Rural and Urban area is found to be - 2.57% (51.28% - 48.71%).

- Under the psycho physical condition of fear of failure, the difference between the percentage of failed student from the institutions of Rural and Urban area is found to be 5.56% (52.78 % - 47.22%).
• Under the psycho physical condition of imaginary fear, the difference between the percentage of failed student from the institutions of Rural and Urban area is found to be – 2.7% (48.65 % - 51.35%).

• The highest difference of percentage is found under the condition of lack of self confidence. And lowest difference is found under the condition of those affecting physiology.

• Therefore it has been found that, the students of the institutions of Rural areas showed more tendency to anxiety due to the psycho physical condition of Fear of Failure.

• Fear of failure is natural to induce anxiety. The students of the institutions of Rural area also seemed to have their fear of not passing the examinations. This may be because in the rural areas where the people are economically underprivileged and repeating the same academic session and paying the same amount of fees all over again may be tough at times. Hence clearing the examinations at one go may create pressure and stress among the children.

• While further observation showed that the students from the institutions of Urban areas showed inclination to anxiety due to low self confidence.

• Low self confidence has been seen to have negative impact on achievement level of the students. Over exposure to competition, family pressure, peer group pressure and stress may develop doubt about ones caliber and thereby leading to poor performance of the students’ in important examinations. And this may most likely to happen to students of the institutions of Urban areas.
Then in objective 4 (b) the investigator analyzed, the influence of Security on the Academic Achievement of the students purposively selected as sample based on the Location.

The findings are given below:

- Although in SSIS, Security is divided into 7 levels yet in this study the investigator found that irrespective of the Location, the 720 students selected as samples belong to two levels of Security only i.e. Average Security and Low Security.

- Here out of 360 students purposively selected samples from the institutions of Rural Areas 248 students i.e. 60.89 % belong to Average Security level and out of 360 students purposively selected sample from the institutions of Urban Areas, 268 students i.e. 74.44 % belong to Average Security level.

- Similarly, in Low Security level 112 students out of 360 purposively selected sample from the institutions of Rural areas and 360 students purposively selected as sample from the institutions of Urban Areas 92 students belong to Low Security level i.e.31.11 % and 25.55% respectively.

- Therefore it can be said that in the institutions of Rural Areas and Urban Areas more students belong to Average Security level than Low Security level.

- It has been observed that the pass percentage of the students falling under Average Security of the institutions of Rural Areas and Urban Areas is
92.74% (230 of 248 students) and 95.52% (256 of 268 students) respectively.

- In this study a difference of 2.78 % is found between the pass percentage of the students from the institutions of Rural Areas and the institutions of Urban Areas falling under Average Security i.e. (92.74%- 95.52%).

- Again the pass percentage of the students falling under Low Security of the institutions of Rural Areas and Urban Areas was 57.14 % (64 of 112 students) and 60.86 % (56 of 92 students) respectively.

- A difference of 3.72 % is found between the pass percentage of the students from the institutions of Urban Areas and the institutions of Rural Areas falling under Low Security i.e (60.86% - 57.14%).

- Further analysis shows that the pass percentage of the students from the institutions of Rural Areas falling under Average Security (92.74%) is more than the pass percentage of students from the institutions of Urban Area falling under Low Security (57.14%).

- Similarly pass percentage of students from the institutions of Urban Areas under Average Security (95.52%) is more than the pass percentage of the students from the institutions of Urban Areas falling under Low Security (60.86%).

- The investigator, to know about the significant difference of pass percentages among the students of Higher secondary final examination belong to different Security levels based on their Location, the Chi Square test was applied and no significant difference was found. That means that pass percentage of the student in their Higher Secondary final examination
of the institutions of both Rural and Urban area belong to different Security levels did not significantly differ from each other. It has been found that the computed Chi Square value i.e. 0.575 in 1 df, is not significant at 0.01 level and 0.05 levels of significance.

The investigator further analysed the Objective 4(b) to get a comparative view of the influence of 8 areas of Security Insecurity on the students who failed in their Higher Secondary final examination from the institutions of both Rural and Urban area.

Accordingly it has been found that the influence of the 8 areas on the failed students from the institutions of both Rural and Urban areas are:

- In the institutions of both Rural and Urban areas 66 students out of 360 and 48 students out of 360 students irrespective of their level of Security failed in the Higher Secondary Final Examination.
- Therefore in the institutions of Rural and Urban areas, 18.33 % and 13.33 % irrespective of their level of Security failed in the Higher Secondary Final Examination.
- Under Security Insecurity area of family context, the difference between the percentage of failed student from the institutions of Rural and Urban area is found to be – 15.79% (57.89 %- 42.10 %).
- Under Security Insecurity area of school context, the difference between the percentage of failed student from the institutions of Rural and Urban area is found to be – 6.45 % (53.22 %- 46.77 %).
• Under Security Insecurity area of peer group context, the difference between the percentage of failed student from the institutions of Rural and Urban area is found to be 11.69% (55.84 – 44.15%).

• Under Security Insecurity area of study context, the difference between the percentage of failed student from the institutions of Rural and Urban area is found to be – 11.48% (44.26% - 55.74%).

• Under Security Insecurity area of prospective context, the difference between the percentage of failed student from the institutions of Rural and Urban area is found to be 3.57 (51.78% - 48.21%).

• Under Security Insecurity area of test context, the difference between the percentage of failed student from the institutions of Rural and Urban area is found to be 13.93% (43.03% - 56.96%).

• Under Security Insecurity area of self context, the difference between the percentage of failed student from the institutions of Rural and Urban area is found to be 3.22% (51.61% - 48.39%).

• Under Security Insecurity area of existence context, the difference between the percentage of failed student from the institutions of Rural and Urban area English is found to be 3.03% (51.51% - 48.48%).

• Though it has been observed that among the total 114 failed students more students showed their low level of security towards Family Security but when the distribution is made between the institutions of Rural areas and Urban areas the scenario differs. The failed students of Urban Area showed low level of security in the area of test content. On the other hand it has been
observed that failed students from the institutions of Rural areas are inclined to lower level of security in relation to family content than the other areas.

- Again it has been observed that the failed students from the institutions of Rural areas are more prone to low level of security than the failed students from the institutions of Urban areas.
OBJECTIVE 5:

To make a comparative study of the influence of –

a. Anxiety on the Academic Achievement of the students in Higher Secondary Final Examination, on the basis of their Gender: Boys and Girls.

b. Feeling of security on the Academic Achievement of the students in Higher Secondary Final Examination, on the basis of their Gender: Boys and Girls.

To find out the influence of both Anxiety and feeling of Security on the Academic Achievement of the students in Higher Secondary Final Examination of Kamrup district, 20 institutions were selected by the investigator from the institutions of both Rural and Urban areas of English medium and Assamese medium. 1000 SINGH’S COMPREHENSIVE ANXIETY TEST (SCAT) and 1000 SHAH SECURITY INSECURITY SCALE (SSIS) booklets were distributed among the students purposively selected as samples. The data collected through SCAT and SSIS test booklets were taken for further analysis of Objective 5 to have a comparative study between the Boys and Girls.

Gender- Boys and Girls is another important condition whose impact is worth analyzed while understanding the influence of Anxiety and feeling of security on the Academic achievement. It has been seen that the nature and characteristics of both boys and girls are different from the point of view of social values, economic pressure, physical strength and appearance, psychological factors taboos associated etc marks the difference between Boy and Girl Students. Thereby their level of anxiety and security also ought to differ from each other which may influence their
Academic performances. Hence Objective 5 seek to understand the influence of Anxiety and Security on the Academic Achievement of the Boys and Girls appearing in Higher Secondary Final Examination.

The findings of Objective 5 (a) are given below:

- Although in SCAT, Anxiety is divided into 5 levels yet in this study the investigator found that irrespective of the medium of instruction the 720 students selected as samples belong to two levels of Anxiety only i.e. Normal Anxiety and High Anxiety.
- Here out of 360 Boys purposively selected as samples, 312 boys i.e. 86.67% belong to Normal Anxiety level and out of 360 Girls purposively selected as sample, 306 girls i.e. 85% belong to Normal Anxiety level.
- Similarly, 48 out of 360 Boys purposively selected as sample and out of 360 Girls purposively selected as samples 54 Girls belong to High Anxiety level i.e. 13.33 % and 15% respectively.
- Therefore it can be said that among both Boys and Girls, more students belong to Normal anxiety level than High Anxiety level. It has been observed that certain amount of anxiety is common among most of the students appearing for Higher Secondary Final Examination. Normal anxiety is quite natural and act as stimuli to work hard.
- It has been observed that the pass percentage of the Boys and Girls falling under Normal Anxiety is 86.21% (269 of 312 boys) and 90.52% (277 of 306 girls) respectively.
In this study a difference of 4.57% is found between the pass percentage of the Girls and Boys falling under Normal Anxiety i.e. (90.57% - 86%).

Again the pass percentage of the Boys and Girls falling under High Anxiety of was 56.25 % (27 of 48 boys) and 61.11 % (33 of 54 girls) respectively.

A difference of 4.86% is found between the pass percentage of the Girls and Boys students falling under High Anxiety i.e. (61.11% - 56.25 %)

Further analysis shows that the pass percentage of the Boys falling under Normal Anxiety (86.21%) is more than the pass percentage of Boys falling under High Anxiety (56.25%).

Similarly pass percentage of Girls falling under Normal Anxiety (90.52%) is more than the pass percentage of Girls falling under High Anxiety (61.11%).

The investigator, to know about the significant difference of pass percentages among the students of higher secondary final examination belong to different anxiety levels based on their Gender, the Chi Square test was applied and no significant difference was found. That means that pass percentage of the both Boys and Girls in their higher secondary final examination belong to different anxiety levels did not significantly differ from each other.

The results of Chi Square ($\chi^2$) showed that there is no significant difference in the pass percentage of the students of higher secondary final examination belonging different Anxiety levels based on their Gender. It has been found that the computed Chi Square value i.e. 0.025 in 1 df, is not significant at 0.01 level and 0.05 levels of significance.
The investigator further analyzed the Objective 5(a) to get a comparative view of the influence of 5 psychophysical conditions of Anxiety on the Boys and Girls who failed in their Higher Secondary final examination. Accordingly it has been found that the influence of the psychophysical conditions on the failed Boys and Girls are:

- 64 out of 360 Boys and 50 out of 360 Girls irrespective of their level of Anxiety failed in the Higher Secondary Final Examination.
- Therefore 17.78 % and 18.88% of Boys and Girls irrespective of their level of Anxiety failed in the Higher Secondary Final Examination.
- Under the psycho physical condition of lack of self confidence, the difference between the percentage of failed boys and girls is found to be -15.9% (42.05 % - 57.95%).
- Under the psycho physical condition of those affecting physiology, the difference between the percentage of failed boys and girls is found to be – 5.89 % (47.05% - 52.94%).
- Under the psycho physical condition of lack of disturbed mental equilibrium, the difference between the percentage of failed boys and girls is found to be – 7.69 % (46.15% - 53.84%).
- Under the psycho physical condition of fear of failure, the difference between the percentage of failed boys and girls is found to be 2.77% (51.38 % - 48.61%).
• Under the psycho physical condition of imaginary fear, the difference between the percentage of failed boys and girls is found to be – 8.11% (45.94% - 54.05%).

• The highest difference of percentage is found under the condition of lack of self confidence. And lowest difference is found under the condition of fear of failure.

• Again it has been found that, the failed girls showed more tendency to anxiety due to the psycho physical condition of lack of self confidence.

• Lack of self confidence has been seen to have negative impact on achievement level of the students. Over exposure to competition, family pressure, peer group pressure and stress may develop doubt about ones caliber and thereby leading to poor performance of the students’ in important examinations.

• The failed Boys showed more inclination to the fear of failure as a condition towards development of Anxiety.

• Fear of failure is natural to induce anxiety. The Boys have their fear of not passing the examinations and hence may go on to create pressure and stress among the children.

• Again it has been clearly seen that the different psycho physical factors play a greater role in arousing Anxiety of the Girls than the Boys. In other words Girls are more prone to Anxiety than Boys who failed in the Higher Secondary Final Examination.

Then in objective 5 (b) the investigator analyzed the influence of Security on the Academic Achievement of the students based on their Gender.
The findings are given below:

- Although in SSIS, Security is divided into 7 levels yet in this study the investigator found that irrespective of their Gender, the 720 students selected as samples belong to two levels of Security only i.e. Average Security and Low Security.

- Here out of 360 Boys purposively selected as samples, 299 i.e. 83.06% belong to Average Security level and out of 360 Girls purposively selected as sample, 217 i.e. 60.28% belong to Average Security level.

- Similarly, in Low Security level 61 out of 360 boys purposively selected as sample and 143 out of 360 Girls purposively selected as sample; belong to Low Security level i.e. 16.94% and 39.72 % respectively.

- Therefore it can be said that among both Boys and Girls, more students belong to Average Security level than Low Security level.

- It has been observed that the pass percentage of the both Boys and Girls falling under Average Security is 92.64% (277 of 299 boys) and 96.31% (209 of 217 girls) respectively.

- In this study a difference of 3.67% is found between the pass percentage of both Boys and Girls falling under Average Security i.e. (92.64% - 96.31%).

- Again the pass percentage of both Boys and Girls falling under Low Security was 60.65 % (37of 61boys) and 58.04% (83 of 143girls) respectively.

- A difference of 2.61% is found between the pass percentage of the both Boys and Girls falling under Low Security i.e (60.65 %- 58.04% )
Further analysis shows that the pass percentage of the Boys falling under Average Security (92.64%) is more than the pass percentage of Boys falling under Low Security (60.65%).

Similarly pass percentage of Girls falling under Average Security (96.31%) is more than the pass percentage of Girls falling under Low Security (58.04%).

The investigator, to know about the significant difference of pass percentages among the students of Higher secondary final examination belong to different Security levels based on their Gender, the Chi Square test was applied and no significant difference was found. That means that pass percentage of both Boys and Girls in their Higher secondary final examination of belong to different Security levels did not significantly differ from each other. It has been found that the computed Chi Square value i.e. 0.425 in 1 df, is not significant at 0.01 level and 0.05 levels of significance.

The investigator further analyzed the Objective 5(b) to get a comparative view of the influence of 8 areas of Security Insecurity on the Boys and Girls who failed in their Higher Secondary final examination.

Accordingly it has been found that the influence of the 8 areas on the failed Boys and Girls are:

- Among both Boys and Girls, 46 students out of 360 Boys and 68 students out of 360 Girls irrespective of their level of Security failed in the Higher Secondary Final Examination.
- Therefore, among both Boys and Girls, 12.77 % and 18.88 % irrespective of their level of Security failed in the Higher Secondary Final Examination.
Under Security Insecurity area of family context, the difference between the percentage of failed Boys and Girls is found to be – 9.47 % (45.26% - 54.73%).

Under Security Insecurity area of school context, the difference between the percentage of failed Boys and Girls is found to be – 3.22 % (48.39 % - 51.61%).

Under Security Insecurity area of peer group context, the difference between the percentage of failed Boys and Girls is found to be 3.9 % (51.95% - 48.05%).

Under Security Insecurity area of study context, the difference between the percentage of failed Boys and Girls is found to be 4.92 % (52.46% - 47.54%).

Under Security Insecurity area of prospective context, the difference between the percentage of failed Boys and Girls is found to be - 1.27 % (48.21% - 51.78%).

Under Security Insecurity area of test context, the difference between the percentage of failed Boys and Girls is found to be - 1.27 % (49.36 % - 50.63%)

Under Security Insecurity area of self context, the difference between the percentage of failed Boys and Girls is found to be - 3.23 % (48.38 % - 51.61 %).

Under Security Insecurity area of existence context, the difference between the percentage of failed Boys and Girls is found to be - 3.03 % (48.48% – 51.51%).
• Though it has been observed that among the total 114 failed students more students showed their lower level of security relating to Family Security but when the distribution is made between the Boys and Girls the scenario differs. The failed Boys showed lesser security in the area of Study content.

• On the other hand it has been found that failed Girls are lowly secured due to family content than the other areas. Family is one of the most important area that influences a child’s overall development. Having a secured family life is very crucial and parental pressure to perform well in academics can create an adverse impact on it.

• Moreover it has been observed that the failed Girls are more inclined to low level of security than the failed Boys.
5.6 DISCUSSION ON THE FINDINGS:

On the basis of the analysis and interpretation of the data in Chapter IV, a
discussion on the findings has been incorporated below in relation to the theoretical
background presented in Chapter I (Introduction) and Chapter II (Review of Related
Literature).

Objective 1 of the present study was to “To study the influence of anxiety on
the academic achievement of the students in higher secondary final examination of
Kamrup district” and after analysis and interpretation of the data it has been found
that the pass percentage of Normal Anxiety group is higher than the High Anxiety
group. This implies that High Anxiety has negative influence on Academic
Achievement. And that more students fall under Normal Anxiety than High Anxiety.

This result coincides with the findings of G.N. Patel (1976) “Investigation
into anxiety among secondary schools of Sabarkantha district.” his study also stated
that anxiety adversely affects performance.

The result of T.P. Gupta (1978) “A study of anxiety and achievement
motivation in relation to Academic Achievement sex and Economic Status” holds
similar views. It states that lower anxiety group had higher mean achievement
motivation than the high anxiety group.

Similarly, the findings of the Study of D.R. Manual (1982), A Study of
tension on Goal performance” states that anxiety related tension has negative
influence on academic performance.
C. Mohanti’s study on “Effects of state trait anxiety on classroom learning and personal adjustment of elementary school pupils” also found that Anxiety and Achievement is negatively related.

Fincham (1989) “Learned helplessness, test anxiety and academic achievement”, revealed in his study that both test anxiety, and helplessness was related to achievement test score.

The Correlational analysis of Sud and Prabha (2003) “Academic performance in relation to perfectionism, test procrastination and test anxiety of high school children” revealed that academic performance was significantly and negatively related to self oriented perfectionism, procrastination, test anxiety, worry and emotionality.

The studies of Sud and Sujata (2006) showed that anxiety has an adverse affect on scholastic achievement of children.

The results of the study on “Test Anxiety and Academic Performance in Undergraduate and Graduate Students.” By Chapell, Mark S.; Blanding, Z. Benjamin; Silverstein, Michael E.; Takahashi, Masami; Newman, Brian; Gubi, Aaron; McCann, Nicole (2005) shows that low test anxious undergraduates averaged a B+, whereas high test anxious students averaged a B.

While some of the other related studies contrasts the above finding stating that anxiety to some extend has positive influence on the level academic achievement. Singh and Asha 1984 “Neuroticism, anxiety and academic
achievement” found that high achievers had high anxiety. Again Sudhir (1989) conducted a study on “Achievement motivation in relation to select personality and socio-educational factors” where test-anxiety was positively related to achievement motivation.

Mishra (1992) conducted a study on “Adjustment, self-concept, test anxiety and desirable study habits: as predictors of academic achievement” and he found that 80-85 per cent of achievement was due to test anxiety, self-concept and study habits. These are some of the many examples where the results of earlier studies contradicted the present study.

This however implies that though anxiety has its adverse effects on academic performance but it has its own positivity where if taken in the right perspective motivates one to perform better.

The Objective 2 is to study the influence of the feeling of security on the academic achievement of the students in higher secondary final examination of Kamrup district. The investigator has used simple percentages to showcase the results. Here it has been found that more students fall under Average Security than Lower Security. Average Security level performs better than Low Security. Which may implies that Security instigates one to work harder and thereby perform better, whereas Low Security acts as a demotivating factor.

Vinita And Reema Tokas( 2015) in their study,” A Comparative Study Of Academic Achievement And Security Of Senior Secondary Students” stands supporting the above findings. It discussed about a comparative study of academic
achievement and security of higher secondary school students on the basis of gender and how insecurity affects a child's academic achievement. The study reveals that every human being has problems and troubles in life but they react to them differently. This develops the feeling of security and insecurity among the people which influences very significantly in shaping and reshaping the personality of an individual. The mental health is also affected by the feeling of security-insecurity.

Other studies relating to insecurity and its affects which has similar findings are:


Arsenian, J.M.(1943) : “Young Children In An Insecure Situation,”

Maslow A. H(1942) : The Dynamics Of Psychological Security-Insecurity ; Character And Personality.

The Objective 3 of the present study is:

To make a comparative study of the influence of

a. Anxiety on the academic achievement of the students in higher secondary final examination, on the basis of their medium of instruction: Assamese medium and English medium.
b. Feeling of security on the academic achievement of the students in higher secondary final examination, on the basis of their medium of instruction: Assamese medium and English medium.

In this study we found that pass percentage of the students of English medium institutions under Normal Anxiety is better than the pass percentage of the students of Assamese medium institutions under Normal Anxiety. Similarly, the pass percentage of the students of English medium institutions under High Anxiety is better than the pass percentage of the students of Assamese medium institutions under High Anxiety level.

Again it has been found that pass percentage of the students of English medium institutions under Average Security is better than the pass percentage of the students of Assamese medium institutions under Average Security. Similarly, the pass percentage of the students of English medium institutions under Low Security is better than the pass percentage of the students of Assamese medium institutions under of Low Security.

A review of the research conducted by Das, P. Bhabani (2004) on “A Trend Analysis of Academic Progress among Students in High School Leaving Certificate (H.S.L.C) Examination under SEBA Board in Guwahati from 2002-2004”. The results shows that excellent academic progress is observed in the schools having English medium (pass percentage 95.72) followed by Assamese medium (60.28 %) and Bengali medium (57.73%).

The Objective 4 is:
To make a comparative study of the influence of –

a. Anxiety on the academic achievement of the students in higher secondary final examination, on the basis of their location: Rural and Urban.

b. Feeling of security on the academic achievement of the students in higher secondary final examination, on the basis of their location: Rural and Urban.

The study reveals that pass percentage of the students from the institutions of Urban area under Normal Anxiety is better than the pass percentage of the students from the institutions of Rural area under Normal Anxiety level.

Similarly the study reveals that pass percentage of the students from the institutions of Urban area under High Anxiety is better than the pass percentage of the students from the institutions of Rural area institutions under High Anxiety level.

Again it has been found that pass percentage of the students from the institutions of Urban areas under Average Security is better than the pass percentage of the students from the institutions of Rural areas under Average Security.

Similarly the study reveals that pass percentage of the students from the institutions of Urban areas under Low Security is better than the pass percentage of the students from the institutions of Rural areas under Low Security level.

Some of the studies related to topic also support similar views.

Das, Harinaranyan (1992) conducted “A comparative study of academic achievement of students of some secondary schools located in and around Nalbari town on the basis of physical facilities, sex and location” and found that rural boys
are academically better than that of rural girls and urban boys were significantly better achievers than rural boys and rural and urban girls were almost similar in academic performance.

G.N. Patel (1976) “Investigation into anxiety among secondary schools of Sabarkantha district.” in his study reveals that though there is no difference of anxiety level among girls of Rural And Urban areas, the anxiety level of rural boys is higher than urban boys.

GUPTA T.P., A study of anxiety and achievement motivation in relation to Academic Achievement sex and Economic Status Ph.D. Ed, Luc. U.1978. The findings of the study reveals that girls were significantly more anxious than the boys. And in case boys there is negative relationship between anxiety and achievement.

RINDAR.M.A. in his study of General Anxiety and Test Anxiety with reference to the Environmental Factors and Extraversion–Introversion Delhi Students, 1985 states that girls exhibit more general anxiety as well as test anxiety than the boys.

Vijaylaxmi and Natesan (1992) conducted a study on factors influencing academic achievement. The findings showed that girls had a higher mean academic achievement compared to boys. On an average, girls had greater achievement motivation than boys.

Studies of Prabhabati Devi (2006), N. Maharaja and S. Sharma (2008), Kaur (2008) are few examples with similar findings.

The **Objective 5** is:
(a) to make a comparative study of the influence of anxiety on the academic achievement of the students in higher secondary final examination, on the basis of their Gender: Boys and Girls.

(b) to make a comparative study of the influence of feeling of security on the academic achievement of the students in higher secondary final examination, on the basis of their Gender: Boys and Girls.

It has been found in this study that pass percentage of Girls under Normal Anxiety is better than the pass percentage of Boys of the same category.

Similarly it has been found that pass percentage of Girls of High Anxiety is better than the pass percentage of Boys of High Anxiety.

Again it has been found from the study that pass percentage of Girls under Average Security is better than the pass percentage of Boys of the same category.

But it has been found that pass percentage of Girls under Low Security is less than the pass percentage of Boys under Low Security.

It can be concluded that there is significant difference in the influence of anxiety and feeling of security on the academic achievement of the students in higher secondary final examination of Kamrup district, on the basis of their Gender: Boys and Girls.

Review of related literature in context to the present study also shows similar findings.

Das, Harinaranyan (1992) conducted “A comparative study of academic achievement of students of some secondary schools located in and around Nalbari town on the basis of physical facilities, sex and location” and found that boys were better achievers than girls from the academic point of view.
Boys of Rural areas are academically better than that of rural girls and urban boys were significantly better achievers than rural boys and rural and urban girls were almost similar in academic performance.

G.N. Patel (1976) in his study “Investigation into anxiety among secondary schools of Sabarkantha district.” reveals that anxiety level of girls is higher than boys.