CHAPTER V
FINDINGS, DISCUSSIONS AND CONCLUSION

5.0 Introduction

5.1 Status of Academic Anxiety, Academic Motivation and Academic Achievement of Class IX students.

5.2 Relationship between Academic Anxiety and Academic Achievement of Class IX students.

5.3 Relationship between Academic Motivation and Academic Achievement of Class IX students.

5.4 Relationship between Academic Anxiety and Academic Achievement of Class IX students when the effect of Academic Motivation is partialled out.

5.5 Relationship between Academic Motivation and Academic Achievement of Class IX students when the effect of Academic Anxiety is partialled out.

5.6 Multiple Correlation between Academic Achievement and the two variables of Academic Anxiety and Academic Motivation taken together.

5.7 Differences in Academic Anxiety between high and low achievers of Class IX students.

5.8 Differences in Academic Motivation between high and low achievers of Class IX students.

5.9 Sex differences in the Academic Anxiety within high and low achievers of Class IX students.

5.10 Sex differences in the Academic Motivation within high and low achievers of Class IX students.
5.0 Introduction

The present chapter summarizes the findings and conclusions of the study based on the analysis and interpretation of data of the previous chapter. This chapter is divided into the following heading as given below:

i. Status of Academic Anxiety, Academic Motivation and Academic Achievement of Class IX students.

ii. Relationship between Academic Anxiety and Academic Achievement of Class IX students

iii. Relationship between Academic Motivation and Academic Achievement of Class IX students

iv. Relationship between Academic Anxiety and Academic Achievement of Class IX students when the effect of Academic Motivation is partialled out

v. Relationship between Academic Motivation and Academic Achievement of Class IX students when the effect of Academic Anxiety is partialled out

vi. Multiple Correlation between Academic Achievement and the two variables of Academic Anxiety and Academic Motivation taken together.

vii. Differences in Academic Anxiety between high and low achievers of Class IX students.

viii. Differences in Academic Motivation between high and low achievers of Class IX students.

ix. Sex differences in the Academic Anxiety within high and low achievers of Class IX students.

x. Sex differences in the Academic Motivation within high and low achievers of Class IX students.
5.1 Status of Academic Anxiety, Academic Motivation and Academic Achievement of Class IX students.

The findings of the study with regards to status of academic anxiety, academic motivation and academic achievement of Class IX students are as follows:

5.1.1 Status of Academic Anxiety

a) Most of the male students (48%) were found to have high academic anxiety. A very few number of male students (13%) falls in the category of average academic anxiety and a good number of them (39%) falls in the category of low academic anxiety.

b) Majority of the female students (58.99%) were found to have high academic anxiety. A very few number of female students (9.69%) falls in the category of average academic anxiety and a good number of them (31.32%) falls in the category of low academic anxiety.

c) When the total sample was taken, majority of the students (53.46%) were found to have high academic anxiety. A very few number of students (11.36%) falls in the category of average academic anxiety and a good number of them (35.18%) were found to have low academic anxiety.

The above findings supports the findings of Mahato and Jangir (2012), who found that 46% of the adolescents of Minicoy Island were having high academic anxiety, 20% average and 34% of them were having low academic anxiety. In another study conducted in Kolkata city by Deb et al (2010), found that 20.1% of boys and 17% of girls were suffering from high anxiety which is lower than the percentage of anxiety found in the present study. Thus, it can be inferred from the above findings that the students’ anxiety towards their academics is a real and a pressing problem in the present day world.

5.1.2 Status of Academic Motivation

a) Majority of the male students (52.6%) were found to have average academic motivation. This was followed by a good number of students (38.2%) who were found to have low academic motivation. While a very few number of students (about 9.2%) were found to have high academic motivation.
b) Majority of the female students (59.19%) were found to have average academic motivation. A good number of students (35.15%) were found to have low academic motivation. While a very few number of students (5.65%) were found to have high academic motivation.

c) When the total sample was taken, majority (55.88%) were found to have average academic motivation. While a good number of students (36.69%) were found to have low academic motivation. Only a very few number of students (7.43%) were found to have high academic motivation.

In a study by Krishnamurthy (2000), 45.4% of higher secondary students were found to have relatively low level of Academic Achievement Motivation which is in consonant with the present findings where 36.69% of high school students were found to have low academic motivation. Synder & Hoffman (2002) states that an abundance of high school students lack academic motivation. According to a National Research Council report on motivation (2003), 40% of high school students are chronically disengaged from school.

Hence from the above discussion, we can infer that a good number of secondary school students lack academic motivation. This may be because at the secondary school level, the students reach the adolescence stage which is considered a period of storm and stress and developmental changes which makes their interest and attention divided among many things like peer groups, engaging in entertaining activities like movies, social networking, outings or other everyday activities in the school and community. They may also find the academic activities in the schools not engaging and interesting.

5.1.3 Status of Academic Achievement

a) Majority of the male students (53.6%) falls in the category of low achievers, while a few (23.6%) falls in the category of high achievers and (22.8%) falls in the category of average achievers.

b) Majority of the female students (57.98%) falls in the category of low achievers, while a few (20%) falls in the category of high achievers and (22.02%) falls in the category of average achievers.
c) When the total sample was taken into consideration, it was found that majority of the students (55.78%) falls in the category of low achievers, while a few (21.81%) falls in the category of high achievers and (22.41%) falls in the category of average achievers.

The above findings goes in consonant with the findings of Lamare (2012), where majority of the students i.e. 51.60% of East Khasi Hills District, Meghalaya were low achievers, 38.34% students were average achievers and 10.06% students were found to be high achievers. In another study by Jayaraj (2014), a majority of high school tribal students of Jharkhand (57.9%) were found to have low level of academic achievement, 26.2% were found to be average achievers and only 16% were high achievers.

Hence it can be inferred from the above discussion that the majority of the students are having low academic achievement and it is a cause of concern. A host of cognitive factors like intelligence, attention, memory, reasoning, scholastic aptitude and non-cognitive factors like anxiety, motivation, self-concept, study habits, self-regulation etc affects the academic performance of the students.

5.2 Relationship between Academic Anxiety and Academic Achievement of Class IX students.

It is found from the present study that there is a significant negative relationship between academic achievement and academic anxiety of Class IX students, which is true for both male and female students. It means that higher the academic anxiety, the lower will be the academic achievement and lower the Academic Anxiety, higher will be the Academic Achievement. It indicates that the students’ academic anxiety affects their academic achievement. Anxiety influences memory of the students, making it difficult to learn and retain information. The anxious student works and thinks less efficiently, which significantly affects the students learning capability (Minahan, 2012), which might be affecting their achievement.

The above findings are in consistent with the findings of Singh and Kumar (1977), Jha (1990), Balasubramanian (1994), Ganeshan (1995), Cassady

From the above discussion, we find that a majority of the studies supports a negative relationship between anxiety and academic performance which validates the findings of the present study. So, it may be concluded that academic anxiety is closely connected with academic performance. When the students are highly anxious or apprehensive towards the environment of the academic institution including the teacher, certain subjects like mathematics, English etc or towards examination, they develop feelings of distress and fearfulness, finds it difficult to concentrate while studying and remembering information which negatively affects their academic performance.

5.3 Relationship between Academic Motivation and Academic Achievement of Class IX students

It is found from the present study that there is a significant relationship between academic motivation and academic achievement of Class IX students, which is true for both male and female students. It means that the higher the Academic Motivation, the higher will be the Academic Achievement, and the lower the Academic Motivation; lower will be the Academic Achievement. Academic motivation has been found to be associated with increased time spent on studying, lower tardiness and absenteeism which leads to better academic performance. They develop better study habits, higher academic aspirations and favourable attitude towards school (Dubey, 2010).

Sikhwari (2014), Momanyi et al (2015). These studies have also inferred a significant positive relationship between motivation and academic achievement.

From the above discussion it may be concluded that academic motivation is closely associated with academic achievement. When the students have high academic motivation, they concentrate more in the classroom, have better study habits, are more persistent, put forth more effort and as a result they perform better in the exam.

5.4 Relationship between Academic Anxiety and Academic Achievement of Class IX students when the effect of Academic Motivation is partialled out

The study found a significant negative relationship between academic anxiety and academic achievement when the effect of academic motivation is partialled out. It indicates that academic anxiety of the students is negatively related with academic achievement even when the influence of academic motivation is controlled.

In a study by Ismail et al (1985), a significant correlation was found between locus of control, cognitive style, anxiety and academic achievement while partialling out general intellectual ability. In another study by Davidson (1959), as quoted by Spielberger (1972), a significant negative relationship between grades in school and anxiety was found with intelligence held constant. In the present study too, it can be concluded that true negative relationship between academic anxiety and academic achievement still exists even after partialling out academic motivation. It goes to mean that academic anxiety as a single factor continues to have its negative effect on the academic performance of the students.

5.5 Relationship between Academic Motivation and Academic Achievement of Class IX students when Academic Anxiety is partialled out

It is found from the study that there is a significant relationship between academic motivation and academic achievement when the effect of academic anxiety is partialled out. It indicates that academic motivation of the students greatly influences their academic achievement even when the influence of academic anxiety is controlled.
In a study by Srivastava (1982), a true relationship between academic motivation and academic achievement was found even after partialling out the effect of intelligence and socio-economic status. In the present study too, it can be inferred that academic motivation still contributes to academic achievement even after eliminating the effect of academic anxiety. Academic motivation as a single factor continues to have its effect on the performance of the students.

5.6 Multiple correlation between Academic Achievement and the two variables of Academic Anxiety and Academic Motivation of Class IX students.

It is found from the present study that there is a significant multiple correlation of Academic Achievement with the two variables of Academic Anxiety and Academic Motivation of the students taken together. It indicates that the variables of Academic Anxiety and Academic Motivation taken together greatly influence the Academic Achievement of the students.

Academic anxiety has earlier been found to have negative influence on academic achievement and academic motivation was found to have positive influence on academic achievement. But when these two variables viz. Academic Anxiety and Academic Motivation are taken together to study their influence on achievement and their multiple correlation was computed, it was found that the negative influence of anxiety is neutralized because of the positive influence of academic motivation.

The above findings are in consonance with the findings of Khalaila (2015), who found that intrinsic motivation moderates the negative effect of test anxiety on academic achievement. Therefore, inferences can be drawn that when the students have high academic anxiety but at the same time if they are motivated towards their academics, the motivation moderates their anxiety level and that has a positive effect on the academic performance.

5.7 Differences in Academic Anxiety between high and low achievers of Class IX students.

The present study found that there is a significant difference in Academic Anxiety between high and low achievers of Class IX students. As the difference is in favour of low achievers, it indicates that low achievers have
higher academic anxiety as compared to high achievers. High achievers accept self with much more confidence and faith and relatedly is much freer of emotional cramp or anxiety (Sorenson, 1964), which might make them less anxious to academic situations.

The above finding goes in consonant with the earlier findings of Ajwani and Sharma (2014), where a significant difference between high and low achievers in respect of their test-anxiety was found. Kundu (1977) states that on the basis of the case-studies of consistently high achievers and consistently low achievers, it is concluded that a lower level of intelligence is not solely responsible for the low performance but when their anxiety levels are compared the consistently low achievers have a higher level of anxiety as a group than that of the consistently high performers, which supports the present findings.

Hence from the above discussion it can be concluded that since the high achievers experience less anxiety towards their academics they can concentrate more in their studies, can retain and retrieve information properly, are better adjusted and have positive self-concept that makes them perform better. On the other hand, the low achievers experience higher levels of anxiety that makes them fearful of the academic environment, towards certain subjects like maths, science, english or towards the teacher and also towards examination that negatively affects their performance.

5.8 Differences in Academic Motivation between high and low achievers of Class IX students.

The present study found that there is a significant difference in Academic Motivation between high and low achievers of Class IX students. As the difference is in favour of high achievers, it indicates that high achievers have higher academic motivation as compared to low achievers. The above finding goes in line with the findings of Srivastava (1982), who found that high achievers continuously score higher on the list of academic motivation in comparison to low achievers. Jabeen and Khan (2013) in their study found that high achievers have high need achievement, possess hope of success, perseverance, have realistic attitude which might have lead to higher academic motivation among the high achievers students, while low achievers have low
need achievement, have fear of failure, not perseverant and have unrealistic attitude which might make them low motivated.

Thus from the above discussion inference can be drawn that high achievers have interest in achieving excellence and success and are goal-oriented and focused that makes them motivated towards their academics. On the other hand the low achievers may be less motivated due to their chronic failing experiences.

5.9 **Sex differences in Academic Anxiety within high and low achievers of Class IX students.**

The present study found that there is a significant difference in academic anxiety between male and female students within high achievers group. Since the difference is in favour of females, it indicates that females have higher academic anxiety than males within high achievers group. The study also found that there is a significant difference in academic anxiety between male and female students within low achievers group. Since the difference is in favour of females, it indicates that females have higher academic anxiety than males within low achievers group.

It can be inferred from the above findings that in both the high achievers and low achievers group females are having higher academic anxiety than males. This might be due to the fact that today's girls are getting more involved in career worries and competitions. Cassady and Johnson (2002) in their study explains that the differences in test anxiety on the basis of gender is that males and females feel same levels of test worry, but females have higher levels of emotionality. The above findings are in agreement with the findings of Cassady and Johnson (2001), Jayanthi and Padmanaban (2008), Deb et al (2010), Ergene (2011), Muchhal and Chand (2011), Al-Qaisy (20110, Nadeem et al (2012), Das et al (2014), Syokwaa et al (2014), Haldar and Mishra (2014). However, it contradicts the findings of Balasubramanian (1994), Ganesan (1995), Mokashi et al (2012), where males were found to have higher anxiety than females and some studies found that sex is not a determining factor of students’ anxiety.

From the above discussion, we find that the present study goes well with most of the studies. It leads us to conclude that gender has a significant
influence on academic anxiety, with females having more academic anxiety in both the high and low achievers group. Females are growing more and more competitive and having more career worries in the present day world. Whether the female students are in the high achievers or low achievers group, anxiety seems to affect them.

5.10 Sex Difference in Academic Motivation within high and low achievers of Class IX students.

The present study found that there is no significant difference between male and female students within high achievers with respect to academic motivation. It indicates that the sex of the students within high achievers does not influence their academic motivation. The study also found that there is a significant difference between male and female students within low achievers with respect to academic motivation. Since the difference is in favour of females, it indicates that females have higher academic motivation than males within low achievers.

The above findings shows that in the high achievers group both males and females are equally motivated towards academics but in the low achievers group males have lower motivation than females. The finding goes in agreement with the finding of Koseoglu (2013), where females scored higher than males in academic motivation. The author stated that it may be due to developmental differences between boys and girls. In another study by Sikhwari (2014) females were found to have higher motivation scores than males. It contradicts the findings of Desai (1979) and Hirunval (1980) where males were found to have higher academic motivation than females while Krishnamurthy (2000) found that sex is not a determining factor in academic achievement motivation.

Thus, from the above discussion inference can be drawn that there are a few research findings that supports that females score higher than males in academic motivation. However, the present study also holds the conclusion that only in the low achievers group females are more academically motivated than males. But in the high achievers group both male and female are equally motivated towards their academics. Although females in the low achievers group are academically motivated, their high level of anxiety might be affecting their performance level.