FINDINGS, CONCLUSIONS AND SUGGESTIONS

• The study in Retrospect
• Objectives of the study
• Tenability of the hypothesis
• Findings of the study
• Conclusions of the study
• Educational Implications of the present study
• Limitations of the study
• Suggestions for further study
In a scientific process of research the final step is to summarize the findings, and to arrive at conclusions, make suggestions and formulate proper generalization for the population to which these are applicable. This final step of research process demands critical and logical thinking in summarizing the findings of the study and compares them with the hypotheses formulated in the beginning. The generalizations drawn on the basis of research findings should be in agreement with facts and should not conflict with the known laws of nature. The suggestions for the application of research findings in practical settings and suggestions of problems for further research are also provided with conclusions and generalizations.

THE STUDY IN RETROSPECT

The present investigation is entitled as “Examination Anxiety and Academic Achievement among Prospective Teachers.” The sample of 400 prospective teachers were selected from five colleges of education in Kerala. In order to obtain relevant information from the subjects Personal Data Sheet and Examination Anxiety Inventory were used. Achievement test scores of University examination is also used to measure the achievement level. Test of Significance (t-test) has been used as a major technique for to test the difference between means of
two large independent samples. Correlation technique is also used to measure the strength or degree of relationship between the variables.

OBJECTIVES OF THE STUDY

Following are the major objectives of the present investigation.

i. To find out the relationship between examination anxiety and academic achievement among prospective teachers.

ii. To find out the relationship between examination anxiety and academic achievement among boys and girls.

iii. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on their age.

iv. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on their religion.

v. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on their optional subject.

vi. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on locality of the college.
vii. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on their economic status.

viii. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on different categories of achievement groups.

**TENABILITY OF THE HYPOTHESES**

The discussions of results presented in the previous section throws adequate light on the hypotheses formulated for the present investigation. The tenability of each hypothesis has been tested.

i. Hypothesis 1 which states that there will be no significant difference between boys and girls in examination anxiety.

ii. Hypothesis 2 which states that there will be no significant difference between boys and girls in academic achievement is accepted.

iii. Hypothesis 3 which states that there will be no significant difference between that age groups of 20-25 and 25-30 in examination anxiety is accepted.
iv. Hypothesis 4 which states that there will be no significant
difference between the age groups of 20-25 and 25-30 in academic
achievement is accepted.

v. Hypothesis 5 which states that there will be no significant
difference between the age groups of 20-25 and above 30 in
examination anxiety is accepted.

vi. Hypothesis 6 which states that there will be no significant
difference between the age groups of 20-25 and above 30 in
academic achievement is accepted.

vii. Hypothesis 7 which states that there will be no significant
difference between the age groups of 25-30 and above 30 in
examination anxiety is accepted.

viii. Hypothesis 8 which states that there will be no significant
difference between the age groups of 25-30 and above 30 in
academic achievement is accepted.

ix. Hypothesis 9 which states that there will be no significant
difference between Hindus and Muslims in examination anxiety is
accepted.

x. Hypothesis 10 which states that there will be no significant
difference between Hindus and Muslims in academic achievement
is accepted.
xi. Hypothesis 11 which states that there will be no significant difference between Hindus and Christians in examination is accepted.

xii. Hypothesis 12 which states that there will be no significant difference between Hindus and Christians in academic achievement is accepted.

xiii. Hypothesis 13 which states that there will be no significant difference between Muslims and Christians in examination anxiety is accepted.

xiv. Hypothesis 14 which states that there will be no significant difference between Muslims and Christians in academic achievement is accepted.

xv. Hypothesis 15 which states that there will be no significant difference between science and arts groups in examination anxiety is accepted.

xvi. Hypothesis 16 which states that there will be no significant difference between science and arts groups in academic achievement is accepted.

xvii. Hypothesis 17 which states that there will be no significant difference between urban and rural groups in examination anxiety is accepted.
xviii. Hypothesis 18 which states that there will be no significant difference between urban and rural groups in academic achievement is accepted.

xix. Hypothesis 19 which states that there will be no significant difference between the income groups of 1000-2000 and 2000-5000 in examination anxiety is accepted.

xx. Hypothesis 20 which states that there will be no significant difference between the income groups of 1000-2000 and 2000-5000 in academic achievement is accepted.

xxi. Hypothesis 21 which states that there will be no significant difference between the income groups of 1000-2000 and above 5000 in examination anxiety is accepted.

xxii. Hypothesis 22 which states that there will be no significant difference between the income groups of 1000-2000 and above 5000 in academic achievement is accepted.

xxiii. Hypothesis 23 which states that there will be no significant difference between the income groups of 2000-5000 and above 5000 in examination anxiety is accepted.

xxiv. Hypothesis 24 which states that there will be no significant difference between the income groups of 2000-5000 and above 5000 in academic achievement is accepted.
xxv. Hypothesis 25 which states that there will be no significant difference between the achievement test scores of high and average groups in examination anxiety is rejected.

xxvi. Hypothesis 26 which states that there will be no significant difference between the achievement test scores of high and low groups in examination anxiety is rejected.

xxvii. Hypothesis 27 which states that there will be no significant difference between the achievement test scores of average and low groups in examination anxiety is rejected.

xxviii. Hypothesis 28 which states that there will be no significant correlation between examination anxiety and academic achievement of prospective teachers is accepted.

FINDINGS OF THE STUDY

1. There is no significant difference between boys and girls in their examination anxiety (t-value = -1.546).

2. There is no significant difference between boys and girls in their academic achievement (t-value = -1.740).

3. There is no significant difference between the age groups of 20-25 and 25-30 in examination anxiety (t-value = -0.074).

4. There is no significant difference between the age groups of 20-25 and 25-30 in academic achievement (t-value = 0.609).
5. There is no significant difference between the age groups of 20-25 and above 30 in examination anxiety (t-value = -0.737).
6. There is no significant difference between the age groups of 20-25 and above 30 in academic achievement (t-value = 1.636).
7. There is no significant difference between the age groups of 25-30 and above 30 in examination anxiety (t-value = 0.591).
8. There is no significant difference between the age groups of 25-30 and above 30 in academic achievement (t-value = 1.187).
9. There is no significant difference between Hindus and Muslims in examination anxiety (t-value = 0.703).
10. There is no significant difference between Hindus and Muslims in academic achievement (t-value = 0.374).
11. There is no significant difference between Hindus and Christians in examination anxiety (t-value = 0.305).
12. There is no significant difference between Hindus and Christians in academic achievement (t-value = 1.954).
13. There is no significant difference between Muslims and Christians in examination anxiety (t-value = -0.341).
14. There is no significant difference between Muslims and Christians in academic achievement (t-value = 1.358).
15. There is no significant difference between Science and Arts groups in examination anxiety (t-value = -0.648).

16. There is no significant difference between Science and Arts groups in academic achievement (t-value = 1.200).

17. There is no significant difference between Urban and Rural groups in examination anxiety (t-value = 0.259).

18. There is no significant difference between Urban and Rural groups in academic achievement (t-value = 0.718).

19. There is no significant difference between the income groups of 1000-2000 and 2000-5000 in examination anxiety (t-value = 1.406).

20. There is no significant difference between the income groups of 1000-2000 and 2000-5000 in academic achievement (t-value = -0.030).

21. There is no significant difference between the income groups of 1000-2000 and above 5000 in examination anxiety (t-value = 0.740).

22. There is no significant difference between the income groups of 1000-2000 and above 5000 in academic achievement (t-value = -1.176).

23. There is no significant difference between the income groups of 2000-5000 and above 5000 in examination anxiety (t-value = -0.476).
24. There is no significant difference between the income groups of 2000-5000 and above 5000 in academic achievement (t-value = -1.287).

25. There is a significant difference between the achievement test scores of High and Average groups in examination anxiety (t-value = -2.751).

26. There is a significant difference between the achievement test scores of High and Low groups in examination anxiety (t-value = -4.423).

27. There is a significant difference between the achievement test scores of Average and Low groups in examination anxiety (t-value = -2.660).

28. There is a significant negative correlation between Examination Anxiety and Academic Achievement of prospective teachers.

CONCLUSIONS OF THE STUDY

The above findings have lead to arrive at certain valid conclusions regarding the present study. The present study shows that there is a significant negative correlation between examination anxiety and academic achievement of prospective teachers with respect to their background variables such as sex, age, religion, locality etc. The results reveal that a negative correlation exists between examination anxiety
and academic achievement. This means when the examination anxiety becomes higher the academic achievement will be very low and when the examination anxiety becomes low the academic achievement will be very high. Thus the conclusions provide a clear picture about the different variables used in the study.

EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

The present study has highlighted the fact that examination anxiety will have a debilitating effect on the academic performance of students. Hence it is suggested that steps such as guidance and counselling may be adopted in schools and colleges so that the examination anxiety of students may be reduced to the optimum, which may in turn raise the academic achievement. It is also suggested that further studies in this area may focus on all the components of general anxiety, with a view to locate the exact problem related to examination anxiety of students facing various evaluative techniques adopted in educational institutions. In short, authorities who focus on excellent performance of students should give emphasis to their personality (affective domain) also, in addition to consideration of cognitive domain.
LIMITATIONS OF THE STUDY

Every researcher will have certain limitations due to certain constraints. In the present study, the following were the limitations of the investigator.

i. The investigator had selected a sample of 400 prospective teachers of Kerala. For want of time, a larger sample could not be chosen.

ii. Due to lack of time the investigator had to confine her study by selecting the sample from limited districts of Kerala.

iii. The investigator had selected two variables, viz., examination anxiety and academic achievement for her study. Since it was very difficult to get permission for more time in college, the investigator could not include more variables.

iv. Due to lack of time the investigator could not prepare a standard achievement test suitable for the prospective teachers.

v. The investigator had selected only prospective teachers at graduate level.

SUGGESTIONS FOR FURTHER STUDY

Suggestions for further research have been made by the investigator based on the findings of the present investigation and those
aspects of the problem which are not considered. The investigation offers the following suggestions for active consideration of the future researchers in the field.

1. The studies of the future can include variables like teaching competency, achievement motivation, intelligence as additional variables.

2. The study may also be extended to other teacher training institutions and technical institutions.

3. Correlation studies can be conducted with examination anxiety and general anxiety.

4. A casual comparative study can be conducted on very high anxious and the least anxious students using projective techniques like T.A.T. or Rorschach ink-blot test.

5. A comparative study of the anxiety of teachers and their students can also be undertaken.

6. Effect of anxiety on the teaching behaviour can also be conducted.

7. Advanced statistical techniques like regression equation and factor analysis could be employed so that the findings could be more systematic and empirical based.