CHAPTER – VII
CONCLUSION, SUGGESTIONS AND
EDUCATION IMPLICATIONS

Having interpreted the data in the preceding chapter, now efforts will be made to present the conclusions drawn through this study. It will be worth while on the part of the researcher to keep in the mind the objectives of the study. As mentioned earlier that the study was designed to find out multivariate analysis of anxiety, self-concept and level of aspiration with academic achievement for higher secondary students. Therefore, the investigator has to consider the hypotheses of the study.

1. The First Objective to be tested was:

"To study the relationship between anxiety and academic achievement for higher secondary students" In order to achieve the above objective partial multiple correlation was computed. The correlation between anxiety and academic achievement for higher secondary students was found to be significant. There is positive significant correlation between anxiety and academic achievement for higher secondary students. The plausible explanation for this finding is that higher degree of anxiety is more helpful in adjustment in various life situations as well as in academic achievement for higher secondary students. Therefore, the null hypothesis has been rejected.

"To study the relationship between dimensions of anxiety and
academic achievement for higher secondary students". The findings are as follows:

(a) The correlation between examination and academic achievement dimension of anxiety and academic achievement for higher secondary students is insignificant. The plausible explanation for this finding is that the first dimension of anxiety, i.e., examination and academic achievement has not been found to exert a significant influence on academic achievement at higher secondary level. Thus examination and academic achievement of anxiety has nothing to do with academic achievement for higher secondary students. Therefore, the null hypothesis has been retained.

(b) The correlation between classroom interaction dimension of anxiety and academic achievement is significant. The higher degree of classroom interaction of anxiety, in general, tend to achieve higher academic attainment scores than their non-anxious counterparts. Therefore, the null hypothesis has been rejected.

(c) The correlation between peer group relation dimension of anxiety and academic achievement is significant. These findings seems to be reasonable because peer group dimension of anxiety contributes a lot to the academic achievement for higher secondary students. Therefore, the null hypothesis has been
rejected.

(d) The correlation between moral standard of behaviour dimension of anxiety and academic achievement for higher secondary students was found to be significant. These findings seems to be reasonable because moral standard of behaviour contributes a lot to the academic achievement for higher secondary students. These students in general persistently do their work with full concentration and adopt better study habits and more regulars in their studies. Therefore, the null hypothesis has been rejected.

(e) The correlation between family support dimension of anxiety and academic achievement is significant. There is significant negative correlation between family support of anxiety and academic achievement. These findings seems to be reasonable because family support of a student whether male or female of arts or science stream made him or her easy going and careless about their future prospects. They so do not take their studies seriously. It is probably for this reason that family support has been found to exert an inverse influence on the academic achievement at higher secondary level. Therefore, the null hypothesis has been rejected.

(i) "To study the relationship between anxiety and academic achievement for higher secondary male students". These findings are as follows:
The correlation between anxiety and academic achievement for higher secondary male students was found to be significant. There is significant positive correlation between anxiety and academic achievement for higher secondary male students. This seems to be reasonable because a student having higher anxiety is fond of studying seriously. He sets challenging yet attainable goals and he strives hard to achieve them. They adopt better study habits and they are more regular in their studies. Hence, anxiety contributes a lot to the academic achievement of the higher secondary male students. Therefore, the null hypothesis has been rejected.

"To study the relationship between dimensions of anxiety and academic achievement for higher secondary male students". These findings are as follows:

(a) The correlation between examination and academic achievement dimension of anxiety and academic achievement for higher secondary male students is insignificant. The above findings seem quite tenable that examination and academic achievement of anxiety has not been found to exert a significant influence on the academic achievement of male students at secondary level. Therefore, the null hypothesis has been retained.

(b) The correlation between classroom interaction of anxiety and academic achievement for higher secondary male students is
insignificant. This finding reveals that classroom interaction has not been found to exert a significant influence on academic achievement of male students at higher secondary level. Therefore, the null hypothesis has been retained.

(c) The correlation between peer group relation to anxiety and academic achievement for higher secondary male students was significant. These findings seem to be reasonable because peer group contributes a lot of the academic achievement for higher secondary male students. Therefore, the null hypothesis has been rejected.

(d) The correlation between moral standard of behaviour of anxiety and academic achievement for higher secondary male students was found to be significant. These students, in general, persistently do their work with full concentration and adopt better study habits and more regulars in their studies. Therefore, the null hypothesis has been rejected.

(e) The correlation between family support dimension of anxiety and academic achievement is significant. These findings seems to be reasonable because family support of a student whether male of female, of arts of science stream, contributes a lot to the academic achievement for higher secondary male students. Therefore, the null hypothesis has been rejected.
"To study the relationship between anxiety and academic achievement for higher secondary female students". The findings are as follows:

The correlations between anxiety and academic achievement for higher secondary female students were found to be insignificant. Therefore, the null hypothesis has been retained.

"To study the relationship between dimension of anxiety and academic achievement for higher secondary female students". The findings are as follows:

(a) The correlation between examination and academic achievement of anxiety and academic achievement for higher secondary female students was found to be insignificant. The plausible explanation for this finding is that the first dimension of anxiety, i.e., examinations and academic achievement has not been found to exert a significant influence on academic achievement of female students at higher secondary level. Therefore, the null hypothesis has been retained.

(b) The correlation between classroom interaction of anxiety and academic achievement for higher secondary female students was found to be significant. This finding reveals that the classroom interaction for female students play significant role on the academic achievement at higher secondary level.
Therefore, the null hypothesis has been rejected. Therefore, the null hypothesis has been rejected.

(c) The correlation between peer group relation of anxiety and academic achievement for higher secondary female students was found to be significant. The plausible explanation for this finding is that peer group relationship for female students is much helpful in adjustment in various life situations as well as academic achievement for higher secondary female students. Therefore, the null hypothesis has been rejected.

(d) The correlation between moral standard of behaviour of anxiety and academic achievement for higher secondary female students was found to be significant. There is significant negative correlation between moral students of behaviour of anxiety and academic achievement. Therefore, the null hypothesis has been rejected.

(e) The correlation between family support of anxiety and academic achievement for higher secondary female students was found to be significant. Hence, family support contributes a lot to the academic achievement for higher secondary female students. Therefore, the null hypothesis has been rejected.

2. The Second Objective to be tested was:

"To study the relationship between self-concept and academic
achievement for higher secondary students." The findings are as follows:

The correlation between self-concept and academic achievement for higher secondary students was found to be significant. There is positive significant correlation between self-concept and academic achievement for higher secondary students. Thus, the plausible explanation for this finding is that higher degree of self-concept is more helpful in adjustment in various life situations as well as in academic achievement for higher secondary students. Therefore, the null hypothesis has been rejected.

(i) "To study the relationship between dimension of self-concept and academic achievement for higher secondary students." The findings are as follows:

(a) The correlation between health and sex appropriateness dimension of self-concept and academic achievement for higher secondary students was significant. This finding reveals that health and sex appropriateness dimension of self-concept contributes a lot to the academic achievement for higher secondary students. Therefore, the null hypothesis has been rejected.

(b) The correlation between abilities dimension of self-concept and academic achievement for higher secondary students was
insignificant. The plausible explanation for his finding is that the abilities of self-concept have not been found to exert a significant influence on academic achievement at higher secondary level. Therefore, the null hypothesis has been retained.

(c) The correlation between self-confidence dimension of self-concept and academic achievement for higher secondary students is insignificant. This indicates that self-confidence dimension of self-concept has not been found to exert a significant influence on academic achievement at higher secondary level. Therefore, the null hypothesis has been retained.

(d) The correlation between self-acceptance dimension of self-concept and academic achievement for higher secondary students was significant. Thus, the higher degree of self-acceptance dimension of anxiety at higher secondary level, in general, tends to achieve higher academic attainment scores. Therefore, the null hypothesis has been rejected.

(e) The correlation between the worthiness dimension of self-concept and academic achievement was significant. These findings seem to be reasonable because worthiness dimension of self-concept contributes a lot to the academic achievement for higher secondary students. Therefore, the null hypothesis
has been rejected.

(f) The correlation between the present, past and future dimension of self-concept and academic achievement was significant. These findings seem to be reasonable because present past and future dimension of self-concept contributes a lot at higher secondary level. These students, in general, persistently do their work with full concentration and adopt better study habits and more regulars in their studies. Therefore, the null hypothesis has been rejected.

(g) The correlation between the beliefs and convictions dimension of self-concept and academic achievement for higher secondary students was significant. There is significant negative correlation between the beliefs and convictions dimensions of self-concept and academic achievement for higher secondary students. These findings seems to be reasonable because beliefs and convictions of a students whether male or female of arts or science stream made him or her over confidant. So they do not take their studies seriously which affects their academic achievement at higher secondary level. Therefore, the null hypothesis has been rejected.

(h) The feeling of same guilt dimension of self-concept and academic achievement for higher secondary students was significant. These findings seem to be reasonable because
feeling of same guilt dimension of self-concept contributes a lot to the academic achievement for higher secondary students. These students, in general, are more serious and regular in their studies. Therefore, the null hypothesis has been rejected.

(i) The correlation between the sociability dimension of self-concept and academic achievement was significant. There is significant negative correlation between the sociability dimension of self-concept and academic achievement for higher secondary students. It is probably for this reason that as the degree sociability dimension of self-concept is higher, in general, lowers down the academic achievement at higher secondary level. Therefore, the null hypothesis has been rejected.

(j) The correlation of emotional dimension of self-concept and academic achievement for higher secondary students is insignificant. These finding reveals that emotional dimension of self-concept has not been found to exert a significant influence on the academic achievement for higher secondary students. Therefore, the null hypothesis has been rejected.

(ii) "To study the relationship between self-concept and academic achievement for higher secondary male students." The findings are as follows:
The correlation between self-concept and academic achievement for higher secondary male students is significant. There is positive significant correlation between the self-concept and academic achievement for higher secondary male students. The plausible explanation for this finding is that self-concept contributes a lot in adjustment in various life situations as well as in academic achievement for higher secondary male students. Therefore, the null hypothesis has been rejected.

"To study the relationship between dimension of self-concept and academic achievement for higher secondary male students." The findings are as follows:

(a) The correlation between health and sex appropriateness dimension of self-concept and academic achievement for higher secondary male students was significant. There is positive significant correlation between the health and sex appropriateness dimension of self-concept and academic achievement for higher secondary male students. These findings seem to be reasonable because health and sex appropriateness contributes a lot to the academic achievement for higher secondary male students. Therefore, the null hypothesis has been rejected.

(b) The correlation between abilities dimension of self-concept and academic achievement for higher secondary male students was
insignificant. This indicates that abilities dimension of self-concept has not been found to exert a significant influence on the academic achievement for higher secondary male students. Therefore, the null hypothesis has been retained.

(c) The correlation between self-confidence dimension of self-concept and academic achievement for higher secondary male student was insignificant. This finding reveal that self-confidence dimension of self-concept has not been found to exert a significant influence on the academic achievement of male students at higher secondary level. Therefore, the null hypothesis has been retained.

(d) The correlation between self-acceptance dimension of self-concept and academic achievement for higher secondary male students was significant. These findings seems to be reasonable because self-acceptance dimension of self-concept contributes a lot to the academic achievement for higher secondary male students. Therefore, the null hypothesis has been retained.

(e) The correlation between worthiness dimension of self-concept and academic achievement for higher secondary male students was significant. The plausible explanation for this finding is that worthiness dimension of self-concept contributes a lot to the academic achievement for higher secondary male students. These studies, in general, persistently do their work with full
concentration and adopt better study habits and more regulars in their studies. Therefore, the null hypothesis has been rejected.

(f) The correlation between present, past and future dimension of self-concept and academic achievement for higher secondary male students was significant. This finding seems to be reasonable because present, past and future dimension of self-concept contributes a lot and make the male students, in general, hard working and more serious about their studies at higher secondary level. Therefore, the null hypothesis has been rejected.

(g) The correlation between beliefs and convictions dimension of self-concept and academic achievement for higher secondary male students was insignificant. Therefore, the null hypothesis has been rejected.

(h) The correlation between feeling of same guilt dimension of self-concept and academic achievement for higher secondary male students was significant. There is positive significant correlation between feelings of same guilt dimension of self-concept and academic achievement for higher secondary male students. These male students, in general, persistently do their work with full concentration and adopt better study habits and more regulars in their studies. Therefore, the null hypothesis has been rejected.
(i) The correlation between sociability dimension of self-concept and academic achievement for higher secondary male student was insignificant. This finding seems to be reasonable that sociability has not been found to exert a significant influence on the academic achievement of male students at higher secondary level. Therefore, the null hypothesis has been retained.

(j) The correlation between emotional dimension of self-concept and academic achievement for higher secondary male students was significant. There is positive significant correlation between emotional dimension of self-concept and academic achievement for higher secondary male students. These male students, in general, persistently do their work with full concentration and adopt better study habits and more regulars in their studies. Therefore, the null hypothesis has been rejected.

(iii) "To study the relationship between self-concept and academic achievement for higher secondary female students." The findings are as follows:

The correlation between self-concept and academic achievement for higher secondary female students was significant. There is significant positive correlation between self-concept and academic achievement for higher secondary female students. Thus, the plausible explanation for this finding is that higher degree of self-concept is more helpful in adjustment in various life situations as well
as in academic achievement for higher secondary female students. Therefore, the null hypothesis has been rejected.

"To study the relationship between dimension of self-concept and academic achievement for higher secondary female students." The findings are as follows:

(a) The correlation between health and sex appropriateness dimension of self-concept and academic achievement was significant. These findings seem to be reasonable because health and sex appropriateness contributes a lot to the academic achievement for higher secondary female students. Therefore, the null hypothesis has been rejected.

(b) The correlation between abilities dimension of self-concept and academic achievement for higher secondary female student was significant. This finding reveals that abilities dimension of self-concept contributes a lot to the academic achievement for higher secondary female students. Therefore, the null hypothesis has been rejected.

(c) The correlation between self-confidence dimension of self-concept and academic achievement for higher secondary female students was significant. There is positive significant correlation between self-confidence dimension of self-concept and academic achievement for higher secondary female students.
Thus, self-confidence dimension of self-concept has been found to exert a significant influence on academic achievement of female students at higher secondary level. Therefore, the null hypothesis has been rejected.

(d) The correlation between self-acceptance dimension of self-concept and academic achievement for higher secondary female student was insignificant. The plausible explanation for this finding is that the self-acceptance dimension of self-concept has not been found to exert a significant influence on academic achievement for higher secondary female students. Therefore, the null hypothesis has been rejected.

(e) The correlation between worthiness dimension of self-concept and academic achievement for higher secondary female student was significant. Finding reveals that worthiness dimension of self-concept contributes a lot to the academic achievement for higher secondary female students. Therefore, the null hypothesis has been rejected.

(f) The correlation between present, past and future dimension of self-concept and academic achievement for higher secondary female student was significant. These findings seem to be reasonable because present, past and future dimension of self-concept contributes a lot to the academic achievement for higher secondary female students. These students, in general,
persistently do their work with full concentration and adopt better study habits and more regular in their studies. Therefore, the null hypothesis has been rejected.

(g) The correlation between beliefs and convictions dimension of self-concept and academic achievement for higher secondary female student was significant. There is positive significant correlation between beliefs and convictions dimension of self-concept and academic achievement for higher secondary female students. Thus, beliefs and convictions of self-concept contribute lot to the academic achievement for higher secondary female students. Therefore, the null hypothesis has been rejected.

(h) The correlation between feeling of same guilt dimension of self-concept and academic achievement for higher secondary female students was insignificant. The plausible explanation for this finding that feeling of same guilt dimension of self-concept has not been found to exert a significant influence on the academic achievement for higher secondary female students. Therefore, the null hypothesis has been rejected.

(i) The correlation between sociability dimension of self-concept and academic achievement for higher secondary female student was insignificant. This finding reveal that sociability dimension of self-concept has not been found to exert a significant
influence on the academic achievement for higher secondary female students. Therefore, the null hypothesis has been retained.

(j) The correlation between emotional dimension of self-concept and academic achievement for higher secondary female students was significant. There is significant negative correlation between emotional dimension of self-concept and academic achievement for higher secondary female students. This reveals that higher degree of emotion lowers down the academic achievement for higher secondary female students. Therefore, the null hypothesis has been rejected.

3. The Third Objective to be Tested Was:

"To study the relationship between level of aspiration and academic achievement for higher secondary students." The findings are as follows:

The correlation between levels of aspiration and academic achievement for higher secondary students was significant. There is significant positive correlation between level of aspiration and academic achievement for higher secondary students. Thus, the plausible explanation for this finding is that higher the degree of level of aspiration is more helpful in adjustment in various life situations as well as in academic achievement for higher secondary students.
Therefore, the null hypothesis has been rejected.

(i) "To study the relationship between level of aspiration and academic achievement for higher secondary male students." The findings are as follows:

The correlation between level of aspiration and academic achievement for higher secondary students was significant. There is significant positive correlation between level of aspiration and academic achievement for higher secondary male. These findings seem to be reasonable because level of aspiration contributes a lot in academic achievement for higher secondary male students. These students having high level of aspiration, in general, persistently do their work sincerely with full concentration and adopt better study habits to achieve highest marks in their exams. Therefore, the null hypothesis has been rejected.

(ii) "To study the relationship between level of aspiration and academic achievement for higher secondary female students." The findings are as follows:

The correlation between level of aspiration and academic achievement for higher secondary female students was significant. There is positive significant correlation between level of aspiration and academic achievement for higher secondary female students. These findings seem to be reasonable because high level of aspiration
inspires a student to work hard and to be sincere which contributes a lot in academic achievement for higher secondary female students. Therefore, the null hypothesis has been rejected.

4. The Fourth Objective to be Tested Was:

"To study the multivariate relationship of anxiety, self-concept and level of aspiration with academic achievement for higher secondary students." The findings are as follows:

There is significant multivariate relationship of anxiety, self-concept and level of aspiration with academic achievement for higher secondary students. From the multiple correlation method of Alitken's, we found that the multiple correlation was highly significant and level of aspiration predictor contributes highest while anxiety predictor contributes lowest in case for higher secondary students. As regard the self-concept predictor its contribution is less than level of aspiration and more than anxiety predictor. These findings seems to be reasonable because level of aspiration of a student contributes a lot to make him or her serious and regular in his or her studies and persistently do their work with full concentration and anxiety make a student more depressed which adversely affects his or her academic achievement. Therefore, the null hypothesis has been rejected.

(i) "To study the multivariate relationship between anxiety, self-concept and level of aspiration with academic achievement for higher
secondary male students." The findings are as follows:

There is significant multivariate relationship of anxiety, self-concept and level of aspiration with academic achievement for higher secondary male students. From the multiple correlation method of Alitken's we found that the multiple correlation is highly significant and level of aspiration predictor contributes highest while self-concept predictor contributes lowest, as regard the anxiety predictor its contribution is greater than self-concept and less than level of aspiration in case for higher secondary male students. These findings seem to be reasonable because level of aspiration is a form of self-motivation through which an individual is actively involved in task and tries to gain excellent achievement. An anxiety state is harmful. High trait anxious individuals perceive threats of failure, which affects their academic achievement. As concern with self-concept, it is developed through interaction with the environment thus in academic achievement self-concept influence is less than level of aspiration and high than anxiety for higher secondary male students. Therefore, the null hypothesis has been rejected.

(ii) "To study the multivariate relationship between anxiety, self-concept and level of aspiration with academic achievement for higher secondary female students." The findings are as follows:

There is significant multivariate relationship of anxiety, self-concept and level of aspiration with academic achievement for higher
secondary female students. From the multiple correlation method of Alitken's it was found that the multiple correlation is highly significant and level of aspiration predictor contributes highest while anxiety predictor contributes lowest, as regards the self-concept predictor its contribution is less than level of aspiration and more than anxiety predictor. Therefore, the null hypothesis has been rejected.

LIMITATIONS OF THE STUDY:

This study suffers from some limitations because of various practical difficulties. One of the limitations is that the findings of this study can be generalized only to the higher secondary students. The finding of this study can not be automatically generalized to the students of primary stage as well as degree and post-graduate students. The contributing factors considered to be important for the academic achievement for higher secondary students may be quiet different from those found significant for their counterparts at other levels of education. There are also some factors, which contribute to the academic achievement, namely, socio-economic status, parental attitudes, the attitudes and values of the teachers and many others. The findings of this study can be generalized only to the male and female students belonging to UP Board only. The findings of this study can not be automatically generalized to the students of CBSE and ISCE Board. The findings of this study can be generalized to the art and science stream students only. The findings of this study can not be
automatically generalized to the students of commerce and agriculture stream. All the factors contributing to the academic achievement for higher secondary students have not been probed due to the paucity of time, money and energy.

**IMPLICATIONS OF THE FINDINGS OF THE STUDY:**

The utilization of the research findings of this study can be undertaken in various ways. Some of them can be summarized as follows:

(a) **For the use of Students:** Students will make self-assessment for the causes of their low level of achievement. A knowledge of the extent to which anxiety, self-concept and level of aspiration exert their influence on the academic achievement will enable the higher secondary students to have an insight into their own strengths and weaknesses in order to enhance their achievement.

(b) **For the Use of Teachers:** For optimum achievement of the students at secondary level too, it is necessary that home and institution should go hand in hand. The teacher is the personality moulder of the students shaping them in the designed form as well as rectifier of the parents' damaging attitudes. While utilizing the findings of this research study the teachers will pay a special attention to the academically backward among higher secondary students.
(c) **For the Use of Parents:** Sometimes it is more effective to deal with the parents of the students at their homes than in the colleges. Parents can take steps needed to keep their children engaged in the studies seriously. The parents can keep vigilant eyes on the behaviour of their wards. They can see whether they persistently do their academic work with full concentration for a long spell of time and that they do not idle away their most of the time in gossips and enjoying their social life. They can help them in developing more favourable attitudes towards higher learning. The latent inner tensions create anxiety, frustration, fears and impulsive behaviour and obstruct the study of the children which in turn cause poor performance in the examinations. As a result of this knowledge the parents will be able to bring about behavioural change in themselves in order to shape and mould the behaviour of their wards in the desired direction.

(d) **For the Use of Educational Planners and Administrators:** The findings of this study are beneficial to those who are engaged in educational planning and running administration. Their primary aim is to make such educational arrangements as would help each pupil to make good academic achievement with the knowledge of the findings of this study. They can make such change in the organizational set-up of the institutions as would help them in overcoming the problem of low achievement.
(e) **For the Use of Researchers:** Finally, the findings of this study will give an impetus to research in this area and will motivate the researches to disentangle the complex problem of low academic achievement at various stages of education more effectively and more successfully.

**SUGGESTIONS FOR FURTHER RESEARCH:**

In the light of the experience gained during the course of this research work, the following suggestions are being made to conduct further researches in this area:

(a) Similar studies can be conducted on students at primary, degree and postgraduate level to determine the extent of the contribution of anxiety, self-concept and level of aspiration to their academic achievement.

(b) Such type of studies can be made on CBSE and ICSE Board students at various levels of education.

(c) Such studies can be undertaken to determine the extent of the contribution of anxiety, self-concept and level of aspiration to the academic achievement of commerce and agriculture stream students.

(d) The studies can also cover variety of other psychological and social factors, which may be important in enabling the higher secondary students to achieve commendable performance in the examinations.