MAJOR FINDINGS, CONCLUSIONS & SUGGESTION

5.1 MAJOR FINDINGS:

1. The mean anxiety score of English medium boys is 11.4 & S.D 3.16.
2. The mean anxiety score of English medium girls is 11.6 & S.D 3.16.
3. The mean anxiety score of English medium boys & girls is 11.5 & S.D 3.18.
4. The mean anxiety score of Urdu medium boys is 10.72 & S.D 3.18.
5. The mean anxiety score of Urdu medium girls is 12.72 & S.D 2.67.
6. The mean anxiety score of Urdu medium boys & girls is 12.44 & S.D 2.90.
7. The mean anxiety score of All Boys is 12.06 and S.D is 2.82.
8. The mean anxiety score of All Girls students is 12.51 and S.D is 2.92.
9. The mean anxiety score of All students is 12.28 and S.D is 2.88.
10. The Critical Ratio between English medium girls and boys is 0.68. It means that the difference is insignificant at 0.05 level of confidence.

11. The Critical Ratio between English medium girls and Urdu medium girls is 4. It means that the difference is significant at 0.05 level.

12. The Critical Ratio between English medium boys and Urdu medium boys is 2.5. It means that the difference is significant at 0.05 level of confidence.

13. The Critical Ratio between English Medium girls and Urdu Medium girls is 4. It means that the difference is significant at 0.05 level.

14. The Critical Ratio between all girls students and all boys students is 1.11. Hence the difference is significant at 0.05 level of confidence.

15. The Critical Ratio between English medium students and Urdu Medium students is 4.97. Which is greater than 1.96 hence, the difference is significant at 0.05 level.

5.2 Testing of Hypotheses:-

The conclusion is drawn on the basis of the level of anxiety investigated in the IX Std students of Urdu and English medium schools of Aurangabad city.
1. The Hypothesis 1 "Academic anxiety in the students is low" is rejected because mean anxiety score of student is 12.28. According to the tentative scale its comes under average range. It indicates that students have moderate Academic anxiety student is nearly high. Hence the hypothesis is rejected. (Ref Table No.13)

2. The hypothesis 2 "There is no significant difference between academic anxiety of boys and girls" is rejected because the C-R is 1.11 which is smaller than 1.96, hence it is inferred that the difference is insignificant at 0.05 Level of confidence. It means that there is insignificant difference between the anxiety level of boys and girls. Hence the hypothesis is retained. (Ref Table No. 18).

3. The hypothesis 3 "There is high anxiety in English medium students" is retained because the mean anxiety score English of Medium Students is 11.5 according to tentative scale It comes under Average range. It indicates that English Medium students have moderate academic Anxiety. (Ref Table No. 7)

4. The hypothesis 4 "There is no significant difference between academic anxiety of English medium boys and English medium girls" is retained because C-R is 0.68 which is smaller than 1.96, hence it is inferred that the
difference is insignificant at 0.05 level of confidence. Hence the hypothesis is retained. (Ref Table No. 14)

5. The hypothesis 5 "There is low anxiety in Urdu medium students" is rejected because mean Anxiety score of Urdu medium students is 12.44 According to tentative scale it comes in slightly above average. It indicates that Academic Anxiety in students of Urdu medium is nearly high. Hence hypothesis is rejected. (Ref Table No. 10)

6. The hypothesis 6 "There is no significant difference between the academic anxiety of Urdu medium boys and Urdu medium girls" is rejected because the C-R is 6.7 which is greater than 1.96, hence it is inferred that the difference is significant at 0.05 level of confidence. Hence the hypothesis is rejected. (Ref Table No. 15)

7. The hypothesis 7 "There is no significant difference between academic anxiety of English medium boys and Urdu medium boys" is rejected because the C.R is 2.5 which is greater than 1.96, hence it is inferred that the difference is significant at 0.0.5 level of confidence. Hence the hypothesis is rejected. (Ref Table No. 16)

8. The hypothesis 8 "There is no significant difference between the academic anxiety of English medium girls and Urdu medium girls" is rejected because the C.R is 4 which is greater than 1.96, hence it is inferred that the
difference is significant at 0.05 level of confidence. Hence the hypothesis is rejected. (Ref Table No. 17).

5.3 CONCLUSION:-

1. There is moderate academic anxiety in the students.
2. There is insignificant difference between the anxiety level of boys and girls.
3. English medium students have moderate academic anxiety.
4. There is no significant difference between Academic Anxiety of English Medium boys and English Medium girls.
5. Academic Anxiety in Urdu medium students is nearly high.
6. There is significant difference between Academic Anxiety of Urdu medium boys and Urdu medium girls.
7. There is significant difference between the academic anxiety of English medium boys and Urdu medium boys.
8. There is significant difference between the academic anxiety of English medium girls and Urdu medium girls.

SSC is considered as a milestone in the life of a student. If he/she fairs well in SSC i.e. score high percentage of marks,
then he/she is assured of admission in the course of his choice and achievement of his life’s goal as well.

Educationists, Teachers and parents believe that in order to ensure success in professional careers and achievement of set goal, it is necessary to plan educational career from VIII or IX standard. But majority of students do not realize the importance of this dictum and waste their time particularly in vacations, playing, outing, picnic, T.V. and What not, but do not indulge in self study or join coaching classes. This trend of not utilizing vacations for studies and also wasting their time in play and T.V is more significantly observed in English medium students than Urdu medium students.

Urdu medium students are found to be sincere and particular in their studies. They think of higher and professional careers and are found to have well defined goals. Urdu medium girls are found to be significantly conscious about their academics as compared to boys. Though they help their mothers in their domestic work, yet they discuss with their parents, teachers and friends about their further studies, what profession to be selected and accordingly make all efforts from early stage i.e. from VIII and IX standard for achievement of their goal.

It is observed that the moderate interest of English medium students about their studies is because of the non-
participant attitude of their parents, lack of time, hence they are unable to motivate their children as they think that admitting the child in English medium itself is a success. Parents should encourage their children to seek clarification or additional help, meet the teachers once in a month, give their children practice test and discuss the experience afterwards. If these strategies are adopted by the parents of the students then there will be high anxiety among the students.

5.4 SUGGESTION FOR TEACHERS:-

1. Teacher should motivate the students for their studies.
2. Teachers should not be harsh with the students as it may develop fear and phobia among the students.
3. Teacher should not discriminate the high anxious students and low anxious students.
4. Teacher should improve the self image of low anxious students by giving some activities and assignment as they also develop in them independence, adaptability and motivation.
5. Teachers should arrange their test question in such a manner that items are presented in increasing order of difficulty, with the easiest items first and the most difficult last.
6. Teacher should make use of mnemonic devices, diagrams and outline, and detailed systems for organizing general ideas for proving useful in helping the high anxious students perform up to their full potentials.

7. The teachers should promote and sustain a positive self-concept in the students.

8. Teachers should assess the assignments daily and also interact with them as the high anxious students try to escape to a situation where dependency in needed.

9. Teachers should boost the morale of the students.

10. Teacher should develop self confidence among the students.

5.5 Avenues for Further Research:-

Researcher has made an investigation into the Academic Anxiety of IX std students of English Medium and Urdu Medium of Aurangabad City, but there are avenues of researcher on the following areas:

1. Investigation of Academic Anxiety of X std students of all the mediums of Aurangabad city.

2. Investigation of Academic Anxiety of XII std students of science stream of Aurangabad city.


5. A comparative study of the Academic Anxiety of Urdu medium students and Marathi medium students of Aurangabad district.

6. An investigation of the Academic Anxiety of the students belonging to low socio-economic status parents.

7. An investigation of Academic Anxiety of the students belonging high socio-economic status parents.

8. Impact of different behavioural correlates on Anxiety on the students of all the mediums.


10. A comparative study of the Academic Anxiety of the students of two different states.
5.6 **SUMMARY:**

**CHAPTER (I)**

**INTRODUCTION:**

The human behaviour is controlled directed and modified through certain motives. When a person is searching for food, or constructing a house, or learning new skills, he will always be able to trace some such elements, which initiate his activities, guide them and modify his behaviors. Those elements are referred to as motives. Thus motives are the raw material of human nature.

Learning implies cumulative improvement. The nature of improvement can be clearly judged by the changes, which take place while learning is in process. In learning the learner learns to organize and evaluate them with many meanings and interpretations and becomes conscious of working towards goal.

There are many factors, which slow down the process of learning or act as an obstacle. A teacher must also be conversant with them so that he can remove their evil effect. Such factors are fatigue, boredom, hatred, anxiety habits etc. Anxiety is considered as a block to an activity. A person who suffers from anxiety may not be able to devote his full energy in the performance of a task. It is therefore considered by many that anxiety interferes with the activity and so learning is impeded.
IMPORTANCE OF THE STUDY:

Anxiety is the common property of psychology, education and sociology, and we cannot isolate one from the other. A multi disciplinary research approach is needed in this area.

USEFULNESS TO SOCIETY:

Through this study we can know how much the elements are anxious towards academics and further can using revolutionary changes (qualitative and Quantitative) can be brought in the system of education.

NEED OF THE STUDY:

The need to investigate the academic anxiety of IX std students of Urdu and English medium schools of Aurangabad City was felt because of the low academic achievement of the children.

Only through research in education it may be possible to study the academic anxiety of the students with respect to the medium of schools and the area where the school is located.

PURPOSE OF THE STUDY:

The main purpose of the study is to know the academic anxiety of the students of English and Urdu medium schools and also to find out the level of anxiety and also to make a comparison of Urdu medium students and English medium students regarding the level of anxiety.
**Area of Study:**

Aurangabad city was selected for the study and IX std. students were selected for the investigation belonging to Urdu and English medium school.

**Selection of Specific Problem:**

Though many researches have been undertaken by the researchers in the topics like interest achievement, attitude etc the researcher has decided to select a specific problem of investigating the academic anxiety of the students.

**Objectives of the Study:**

The objectives of the study are as follows:

1) To know the level of academic anxiety of the students.
2) To find out the reasons for their high or low anxiety.
3) To compare the anxiety of Urdu medium and English medium students.
4) To know the impact of teacher's teaching on anxiety of the students.
5) To know the effect of social situation on the academic anxiety.
6) To suggest ways and means for the teachers to cope with the students having high or low anxiety.
FORMULATION AND STATEMENT OF THE PROBLEM:

The selection of topic for research did not immediately put the researcher in a position to start considering by what data she will analyze. Before the researcher took these steps, she needed to formulate a specific problem, which can be investigated by a scientific procedure.

"To Investigate the Academic Anxiety in Students of IX std belonging to Urdu and English Medium Schools of Aurangabad city."

SIGNIFICANCE OF THE IDENTIFIED PROBLEM:

Academic anxiety plays a vital role in academic achievement of the students. If the students have low academic anxiety then they will also be low in their scholastic achievement. From the method of observation researcher has realized that this must be a problem at all level.

HYPOTHESIS:

The following hypothesis are framed for this study:
(1) Academic anxiety in the students of IX std is low.
(2) There is no significant difference between academic anxiety of boys and girls IX std of Aurangabad City.
(3) There is high anxiety in English medium students of IX std.
(4) There is no significant difference between academic anxiety of English medium boys and English medium girls of IX std.

(5) There is low anxiety in Urdu medium students of IX std.

(6) There is no significant difference between the academic anxiety of Urdu medium boys and Urdu medium girls of IX std.

(7) There is no significant difference between academic anxiety of English medium boys and Urdu medium boys of IX std.

(8) There is no significant difference between the academic anxiety of English medium girls and Urdu medium girls of IX std.

LIMITATION OF THE PROBLEM:

The researcher has decided to select Aurangabad city as the area of study, as the researcher is the resident of Aurangabad city. Further, the researcher has selected the IX Std students of English and Urdu medium schools of Aurangabad city. Because at the stage if the students are having low anxiety, then efforts can be taken by the various stake holders to make them anxious towards academics which will be fruitful for their higher studies and also in their X std.

DEFINITION OF IMPORTANT TERMS:
1) **Academic:** - Academic is a term which means relating to education.

2) **Anxiety:** - Dictionary meaning of Anxiety is a feeling of doubt and fear, or mental uneasiness. Psychologically Anxiety is a block to an activity. A person who suffers from anxiety may not be able to devote his full energy in the performance of a task.

3) **Urdu Medium Schools:** - The schools in which the medium of instruction is Urdu.

4) **English Medium Schools:** - The schools in which the medium of instruction is English.

5) **Aurangabad City:** - The area lying within the jurisdiction of Aurangabad Municipal Corporation in Aurangabad District.

**Chapter (II)**

**Review of Related Literature**

Presents the review of related literature where the researcher had gone thorough various literature, previous thesis, magazines and journals and different reviews from different cities on internet, as this enhances the researcher to bring novelty in work and eliminates duplication of what has been done provides assistance and guideline for the present research work.
Chapter -III
Research Design & Methodology

The research design of this scientific research after selection of problem and formulation of hypothesis was very necessary and it was an important aspect to conduct this study. It was a mapping strategy based on sampling technique. It included, sampling, research strategy, tools and techniques for collection of evidences, analyzing the data and findings the conclusion. The research components were selected keeping in view the hypothesis of this research. Efforts were made to prepare research design to make it more practical.

The following rules were followed in planning this research design, researcher:

1) Defined the nature and scope of the problem.
2) Specified the related variables.
3) Excluded the variable not relevant to the study and,
4) Started from a logical hypothesis.

It is very much essential on the part of the researcher to determine appropriate method of research in solving the problems or in verifying the hypothesis formulated. After going through the various method of research the researcher finally selected the Normative Survey Method for her research. This method describes and interprets what
exists in comparison of Investigation of Academic Anxiety in Students of IX Standard belonging to Urdu and English medium schools of Aurangabad, City. The Normative Survey Method is also called as Descriptive Research.

**SAMPLING:**

One of the most important problems relating to the practical formulation of research is concerned with the estimation of characteristics of Universe or Population and the method of selecting for study a portion of the Universe known as Sampling. Sampling is the selection of some part of an aggregate on the basis of which a judgment or inference about the aggregate is made. There are about 40 secondary schools of English and Urdu medium schools in Aurangabad City. The researcher conducted the survey on 25 secondary schools of English and Urdu medium.

**SAMPLING SIZE:**

The researcher after defining the population has also determined the size of the sample. Out of this population round about 1078 students of standard 9\(^{th}\) (IX) were taken as sample from English and Urdu medium schools located in Posh and Slum Areas of Aurangabad City. This sample size has been taken to increase the precision of results in this study.
**Stratified Sampling:**

Stratified sampling is a combination of both random sampling and purposive sampling. According to this method, the researcher has subdivided the entire population into many categories or strata according to certain conditions.

The researcher selected English and Urdu medium high schools of Aurangabad City.

**Tools Used in Data Collection:**

The selection of an appropriate tool for this study was also a difficult task because according to several experts the Academic Anxiety is a multi-faceted aspect. Therefore it is better to understand some of the views of psychologists on testing aspects of Academic Anxiety.

There are several tests available on Academic Anxiety, of students for example V.P Sharma. Anxiety scale (TAS) Hindi English. It consists of 25 test situations having five alternative answers hierarchically presented. It is meant for Boys and Girls of College. A. Kumar Test for Anxiety Scale Test Children (TASC) Hindi it contains 30 items to measure test Anxiety of both sexes children studying in elementary classes. After going through these tests the researcher had lastly selected A.K. Singh and A. Sengupta’s Academic Anxiety Scale for Children (AASC) Hindi and English. It is a brief scale of 20 items and is meant for schools students class...
VIII to IX. It hardly requires 15 minutes. It measures Academic Anxiety.

**ADMINISTRATION OF THE TEST:**

The test was administrated on the students of 9\textsuperscript{th} (IX) standard of English and Urdu medium high schools of Aurangabad City.

**CHAPTER IV**

**Analysis and Interpretation of Data**

After investigation the Academic Anxiety of the students of standard 9\textsuperscript{th} (IX), with reference to the socio-economic status of the parents, the researcher collected numerous facts and figures in the form of responses.

**DATA:**

Things known or assumed, facts or figures from which conclusion can be inferred, is known as DATA. The data has been collected from the students of various schools of English and Urdu medium as mentioned in the earlier chapter. Data processing was the next step carried out by the researcher.

**DATA PROCESSING:**

Processing has been described as a particular method of doing something, generally involving a number of steps of
operations. Thus, the researcher carried out editing, coding, classification and, tabulation of collected data so that they are amenable to analysis. Every precaution was taken to complete of the processing of data.

**Tabulation:**

After the data was edited and coded by the researcher it was put together in the appropriate tables to undergo some from of statistical analysis. Tabulation amounts counting of number of cases falling into each category. In all near about 20 tables were prepared regarding English and Urdu medium high schools that are located in different part of Aurangabad City.

**Chapter (V)**

**Major Findings, Conclusions & Suggestion**

**Major Findings**

1. The mean anxiety score of English medium boys is 11.4 & S.D 3.16.
2. The mean anxiety score of English medium girls is 11.6 & S.D 3.16.
3. The mean anxiety score of English medium boys & girls is 11.5 & S.D 3.18.
4. The mean anxiety score of Urdu medium boys is 10.72 & S.D 3.18.
5. The mean anxiety score of Urdu medium girls is 12.72 & S.D 2.67
6. The mean anxiety score of Urdu medium boys & girls is 12.44 & S.D 2.90.
7. The mean anxiety score of All Boys is 12.06 and S.D is 2.82.
8. The mean anxiety score of All Girls students is 12.51 and S.D is 2.92.
9. The mean anxiety score of All students is 12.28 and S.D is 2.88.
10. The Critical Ratio between English medium girls and boys is 0.68. It means that the difference is insignificant at 0.05 level of confidence.
11. The Critical Ratio between English medium girls and Urdu medium girls is 4. It means that the difference is significant at 0.05 level.
12. The Critical Ratio between English medium boys and Urdu medium boys is 2.5. It means that the difference is significant at 0.05 level of confidence.
13. The Critical Ratio between English Medium girls and Urdu Medium girls is 4. It means that the difference is significant at 0.05 level.
14. The Critical Ratio between all girls students and all boys students is 1.11. hence the difference is significant at 0.05 level of confidence.
15. The Critical Ratio between English medium students and Urdu Medium students is 4.97. which is greater than 1.96 hence, the difference is significant at 0.05 level.

**CONCLUSION:-**

1. There is moderate academic anxiety in the students.
2. There is insignificant difference between the anxiety level of boys and girls.
3. English medium students have moderate academic anxiety.
4. There is no significant difference between Academic Anxiety of English Medium boys and English Medium girls.
5. Academic Anxiety in Urdu medium students is nearly high.
6. There is significant difference between Academic Anxiety of Urdu medium boys and Urdu medium girls.
7. There is significant difference between the academic anxiety of English medium boys and Urdu medium boys.
8. There is significant difference between the academic anxiety of English medium girls and Urdu medium girls.