

Conclusion

&

Summary

## CHAPTER - V

### SUMMARY AND CONCLUSIONS

In the present study, an endeavour is being made to find out the status of self-concept, academic anxiety and achievement of students of class VII of 4 Kendriya Vidyalayas and 4 Missionary Schools of Bhopal City. Also the effort was made to study the relationship of self-concept and academic anxiety and academic achievement of students of both the schools.

#### **Objectives of the study**

##### **To find out the...**

- 1 status of self-concept, academic anxiety and achievement of Kendriya Vidyalayas students.
- 2 status of self-concept, academic anxiety and achievement of Missionary School's students.
- 3 difference in self-concept, academic anxiety and achievement between Kendriya Vidyalayas and Missionary Schools students.
- 4 sex difference with respect to self-concept, academic anxiety and achievement of Kendriya Vidyalayas students.
- 5 sex difference with respect to self-concept, academic anxiety and achievement of Missionary Schools students.

- 6 correlation between self-concept, academic anxiety and achievement of Kendriya Vidyalayas and Missionary Schools students.
- 7 difference in academic anxiety for high self-concept and low self-concept students.
- 8 difference in achievement for high self-concept and low self-concept students.

### **Hypotheses of the study**

- 1 The self-concept would be high, academic anxiety would be moderate and achievement would be high of Kendriya Vidyalayas students.
- 2 The self-concept would be high, academic anxiety would be moderate and achievement would be high of Missionary Schools students.
- 3 The self-concept and academic achievement would be higher and academic anxiety would be lower for Kendriya Vidyalayas students than that of Missionary students.
- 4 In case of Kendriya Vidyalayas, the boys would be better in self-concept and achievement and would have lesser academic anxiety than that of girls.

- 5 In case Missionary Schools, the boys would be better in self-concept and achievement and would have lesser academic anxiety than that of girls.
- 6 There would be significant correlation between self-concept, academic anxiety and achievement of Kendriya Vidyalayas and Missionary Schools students.
- 7 There would be difference in academic anxiety for high self-concept and low self-concept students.
- 8 There would be difference in achievement for high self-concept and low self-concept.

### **Sample**

A total sample of the study was comprised of 315 students including 146 Kendriya Vidyalayas students and 169 Missionary Schools students of class VII. The sample was drawn from 4 Kendriya Vidyalayas and 4 Missionary Schools.

### **Tools**

The tools used for the study were-

- 1 Self-concept Scale for children of Dr. Harmohan Singh and Smt. Saraswati Singh (1977).
- 2 Academic Anxiety Scale for children of Dr. A.K. Singh and Dr.A. Sengupta (1984).
- 3 Half-yearly results of VII class of each students.

## **Collection of data**

The present data regarding student's self-concept, academic anxiety was collected through questionnaires. It was administered among the class VII students of Kendriya Vidyalayas and Missionary Schools.

For achievement, half yearly results from both the schools record was collected for each students.

## **Analysis of data**

Mean, SD, Correlation and t-value were calculated to analysis the data regarding self-concept, academic anxiety and achievement of students of Kendriya Vidyalayas's and Missionary school's students of class VII.

## **Major findings**

1. Self-concept of students in Kendriya Vidyalayas and Missionary Schools together is average.
2. Academic anxiety of students in Kendriya Vidyalayas and Missionary Schools together is moderate.
3. Total achievement of students in Missionary Schools is better than the students of Kendriya Vidyalayas.
4. Achievements in language (English, Hindi, Sanskrit) of Missionary Schools students are better than the students of Kendriya Vidyalayas.

5. Achievement in Mathematics, Science and Social studies of Missionary School students are better than the students of Kendriya Vidyalayas.
6. There is no significance difference between Kendriya Vidyalayas and Missionary School with respect to self-concept and academic anxiety
7. With respect to achievement in different subject there is difference between Kendriya Vidyalayas and Missionary Schools. Missionary Schools are significantly better with respect to achievement in Hindi, Mathematics, Science, and Social studies and total.
8. Self-concept of girls is better than the boys in Kendriya Vidyalayas.
9. Academic anxiety of girls and boys are moderate in Kendriya Vidyalayas.
10. Achievement of girls is better than boys in Kendriya Vidyalayas.
11. In Missionary Schools, the self-concept of boys is better than the girls.
12. In Missionary Schools, the academic anxiety of girls and boys is moderate.
13. In Missionary Schools, the total achievement of boys is better than girls.

14. There is significant correlation between self-concept, academic anxiety and achievement. The findings show existence of negative correlation between self-concept and academic anxiety and academic anxiety and achievement. And positive correlation between self-concept and total achievement.
15. The students with high self-concept have lower anxiety than the students with low self-concept.
16. The students with high self-concept have achieved significantly better than the students of low self-concept.

### **Educational Implications**

1. It is essential to develop better student teacher relationship through proper communication.
2. Teaching through new techniques such as cooperative learning and peer tutoring are helpful for reducing anxiety in the students.
3. Different co-curricular activities should be planned and organized in the school to increase self-concept and reduce anxiety of the students.
4. It is necessary to provide proper training to the teachers of Kendriya Vidyalayas and Missionary Schools to take appropriate measures in order to improve the self-concept and to reduce the anxiety of their students.
5. In both the schools the teachers should identify the reasons of low achievement and implement new teaching learning methods for their academic achievement.

6. It is essential to improve the school organizational climate of both the schools and role efficiency in order to improve academic achievement of student.

### **Suggestions for further research**

1. Similar study may be conducted to find out the status of self-concept, academic anxiety and academic achievement of students Government and Private schools.
2. Study may be conducted to find out the status of self-concept, academic anxiety and academic achievement of students of rural and urban schools.
3. Similar study may be conducted for secondary level students.
4. Effect of methods of teaching such as co operative learning on self-concept, academic anxiety and achievement may be studied.
5. Effect of Socio-Economic status (SES) may be studied on self-concept and academic anxiety.

